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ABSTRACT

These two volumes of a resource manual are intended to provide technical assistance to Private Industry Councils regarding attainment of employment competencies by youth enrolled in employment and training programs funded by the Job Training Partnership Act. Volume I defines youth competencies, lists major categories of the recommended competencies, and provides a "pool" of specific competencies. Information is presented on developing local competencies and assessment procedures for the selected competencies. Appendixes include a questionnaire approach to determining competencies and an evaluation checklist. Volume II discusses youth competencies in the context of the total service delivery system and provides specific guidelines for service delivery areas (SDAs) in developing a competency-based program approach. Topics include the federal, state, and local roles; getting started; building a competency-based system; and recommendations for specific competency programs and materials for SDAs to consider. Appendixes include sample competency statements, employer survey, preemployment/work maturity skills competency system, SDA competency plan, Summer Youth Employment Program competency system, sample certificates, and a resource guide with a sampling of existing assessment and benchmarking instruments and systems. (YLB)

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YOUTH EMPLOYMENT COMPETENCIES

A RESOURCE MANUAL

VOLUME I
TECHNICAL ASSISTANCE GUIDE 2:84

VOLUME II
TECHNICAL ASSISTANCE GUIDE 3:84

The Youth Employment Competencies Task Force

The Governor's Employment and Training Office

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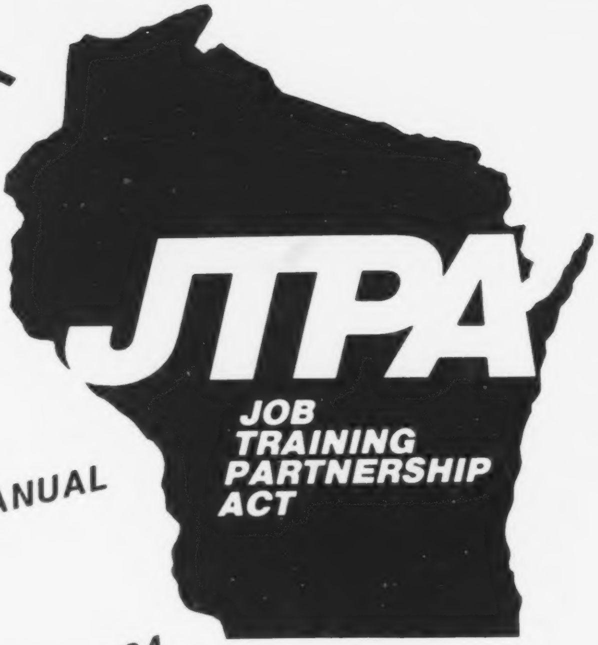
YOUTH EMPLOYMENT COMPETENCIES



A RESOURCE MANUAL

Technical Assistance Guide 2:84

VOLUME I

Prepared by: *The Youth Employment Competencies Task Force*
and
The Governor's Employment and Training Office

YOUTH EMPLOYMENT COMPETENCIES

A RESOURCE MANUAL

VOLUME I

TECHNICAL ASSISTANCE GUIDE 2:84

Governor's Employment and Training Office
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Madison, Wisconsin 53707

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April, 1984

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OVERVIEW

The attainment of employment competencies by youth enrolled in employment and training programs funded by the Job Training Partnership Act (JTPA) is considered to be one possible positive outcome of these programs. This acknowledges that placement in unsubsidized employment may not always be in the best interest of the youth or the local community and successful youth employment and training programs may provide employment competency training. The act in Section 106(b)(2)(A) also specifies that these employment competencies must be recognized by the local Private Industry Council (PIC).

To provide guidance to the PIC's the Governor's Employment and Training Office, at the direction of the State Job Training Coordinating Council, established a Youth Competencies Task Force. The members of the Task Force were individuals from the Department of Public Instruction, the Board of Vocational, Technical and Adult Education, local PIC's, local school districts and program operators who serve youth. This resource manual represents the efforts of the Task Force to provide that technical assistance.

A "pool" of competencies as well as instructions for development of local competencies are included in the following pages. A third section suggests some approaches for measuring a youth's attainment of these competencies.

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Youth Employment Competencies - defined

The JTPA legislation directs the Secretary of Labor to "designate factors for evaluating the performance of youth programs" one of which "shall be attainment of recognized employment competencies recognized by the private industry council." In response, the Secretary has created and disseminated a framework for development of youth employment competencies consisting of three broad areas. These areas are:

1) Pre-employment and Work Maturity Skills

   a.) "Pre-employment skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning, decision making and job search techniques. They also encompass survival skills such as using the phone, telling time, shopping, making change, renting an apartment, opening a bank account, and using public transportation."

   b.) "Work maturity skills include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting criticism from supervisors and co-workers, showing initiative and responsibility, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation, obtaining effective interpersonal relations, coping and problem solving skills, and acquiring an improved self-image."

2) Basic Education Skills

   "Basic education skills include reading comprehension, math computation, writing, speaking, listening, nonverbal communications, and the capacity to use these skills in the workplace."

3) Job Specific Skills

   "Job specific skills relate to the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry or advanced levels."

Recommended Pool of Competencies

The Task Force recommended youth employment competencies in the areas of pre-employment skills including work maturity skills and basic education skills. They did not recommend competencies of job specific skills since these need to be established by the PICs depending upon the occupations available in their area.

The major categories of the recommended competencies are listed on page 3. To use the pool competencies, select the major categories of competencies which meet the needs of the area. (It is important to realize in this selection process that the needs of both in-school and out-of-school youth should be addressed.)

Once you have identified the major categories, locate the specific competencies by referencing the appropriate section under that category. Appendix A describes one method for determining local competencies.

Once a set of competencies has been determined for a local area, it is necessary to develop assessment procedures for these competencies. See the Measurement Section beginning on page 13.

YOUTH EMPLOYMENT COMPETENCIES

Major categories of youth employment competencies are listed below. These areas are further defined in the pages that follow.

I. PRE-EMPLOYMENT SKILLS (including basic skills)

  A. Basic Skills or General Education Development Skills (knowledge and application of)

    1. Communicating Skills: Reading, Writing, Speaking & Listening
    2. Computation Skills
    3. Consumer Economics
    4. Health and Safety
    5. Interpersonal Skills
    6. Technology

  B. Work and Career Planning
    1. World of Work and the Economy
    2. Labor Market Information
    3. Career Planning

  c. Job Seeking and Getting Skills
    1. Resources and Procedures for Seeking a Job
    2. Job Application/Resume
    3. Job Interviews
    4. Standard Benefits and Payroll Structures

II. WORK MATURITY SKILLS

  A. Reliability
  B. Self-Management
  C. Personnel Functions
  D. Supervision
  E. Task Management
  F. Problem-Solving
  G. Motivation

I. PRE-EMPLOYMENT SKILLS
(including Basic Skills)

Definition

Pre-employment skills, which includes the basic skills (1-6 below), are the knowledge and skills and the application of these knowledge and skills which are needed to make career decisions and work for and obtain a job.

A. Basic Skills or General Education Development Skills (Knowledge and Application of)

1. Communication Skills

A. Reading

1. Identify the meaning of a word when the meaning is explicity stated.
2. Identify details explicitly stated in the text.
3. Infer the meaning of a word when contextual clues are given.
4. Identify the main idea or theme when it is not explicitly stated.
5. Infer conclusions or make predictions based on information provided in a passage.
6. Identify the correct paraphrase of a sentence in a passage.
7. Identify fantasy, fact and opinion in a passage.
8. Ability to use telephone directories, dictionaries, newspapers, periodical indexes, encyclopedias, atlases, almanacs and other common reference tools.

B. Writing

1. Record personal information for self and others.
2. Write cogent sentences.
3. Write short messages and reports.
4. Write major paragraph types.
5. Write letters appropriate for varying situations.
6. Write reports and compositions.

C. Listening

1. Listen attentively and actively.
2. Listen for main ideas and supporting evidence in a presentation.
3. Follow a thought and summarize information.

D. Speaking

1. Speak with acceptable pronunciation and enunciation.
2. Use language that is clear, direct and appropriate.

2. Computation Skills

1. Identify whole numbers.
2. Add whole numbers.
3. Subtract whole numbers.
4. Multiply whole numbers.
5. Divide whole numbers.
6. Solve word problems using whole numbers.
7. Identify fractions and equivalent fractions.
8. Add fractions.
9. Subtract fractions.
10. Multiply fractions.
11. Divide fractions.
12. Solve word problems involving fractions.
13. Identify amounts of money.
14. Identify decimals.
15. Add decimals.
16. Subtract decimals.
17. Multiply decimals.
18. Divide decimals.
19. Convert decimals to fractions.
20. Solve word problems involving decimals.
21. Compare fractions, decimals and percent.
22. Calculate percent of a number.
23. Calculate the rate.
24. Calculate the principal.
25. Solve word problems with percents.
26. Read graduated scales.
27. Solve problems using linear measurement.
28. Solve problems using area measurement.
29. Solve problems using volume measurement.
30. Solve problems using time measurement.
31. Use electronic calculator.
32. Use metric measurements in calculations and conversions.
33. Interpret graphs, charts and tables.

3. Consumer Economics

a. Demonstrate the ability to use money effectively.
b. Identify net salary and fringe benefits.
c. Identify the need for income tax returns.
d. Identify major points to consider in selection of housing.
e. Demonstrate a basic understanding of banking and financial services.
f. Demonstrate the ability to use sound buying principles in both goods and services.
g. Define credit and describe how to use it.
h. Identify consumer fraud and know what to do about it.
i. Understand personal insurance needs.
j. Determine which form of public transportation to use and how to use it.

4. Health and Safety

   a. Describe first aid steps and life threatening situations involving air, bleeding and circulation.
   b. Identify and know how to practice a balanced diet.
   c. Identify the effect, both positive and negative, of different drugs on the body.
   d. Identify and know how to practice proper dental care.
   e. Identify and practice appropriate physical fitness techniques for daily living.
   f. Identify and practice positive stress management techniques.
   g. Identify and practice proper hygiene.
   h. Demonstrate a knowledge of safety and emergency procedures and on-site health care services.
   i. Name places in the community to call for public health service information for general health concerns, mental health problems and drug and alcohol abuse.

5. Interpersonal Skills

   a. Identify general attitudes and behaviors that help people relate to others.
   b. Identify healthy ways of dealing with anger.
   c. Identify characteristics of change and differentiate between positive and negative ways of dealing with change.
   d. Describe the need for personal goals and identify the factors involved in setting and reaching them.
   e. Demonstrate ability to interact appropriately with superiors, peers and subordinates.

6. Technology

   a. Demonstrate a basic understanding that scientific and technological developments are affected by numerous factors, including the economic and political conditions of a society and the predominant values and attitudes of the people.

   b. Demonstrate the recognition that scientific and technological developments affect the lives of people in numerous ways, including employment opportunitites, the values of society; and the way people relate to each other.

B. Work and Career Planning Knowledge

1. World of Work and the Economy

   a. Demonstrate a basic understanding of the production and consumption of goods and services.
   b. Demonstrate a basic understanding of business profits and losses.
   c. Demonstrate a basic understanding of supply and demand.

2. Labor Market Information

   a. Know what various fields of work require.
   b. Understand where and how to get specific and local labor market information.
   c. Identify occupations and professions through information sources and occupational and professional organizations.
   d. Evaluate educational opportunities including college, vocational training, home-study programs, adult and life-long learning programs.

3. Career Planning

   a. Identify career goals and how to achieve these goals based on personal and labor market information, including a career plan.
   b. Assess personal aptitudes, abilities, interests, values and needs.
   c. Determine an occupational preference and make a career choice based on assessment of needs.
   d. Recognize that career goals and planning is an on-going rather than a single life event.

C. JOB SEEKING AND GETTING SKILLS

1. Resources and Procedures for Seeking a Job

   a. Use multiple sources of job information.
   b. Identify a prospective employer's products and services.
   c. Determine key contacts within a prospective employer's organization.
   d. Identify the free services provided by the state employment agency in helping people find jobs and job training.
   e. Determine how private employment agencies operate to help people find jobs for a fee.
   f. Identify the procedures involved in applying directly for jobs at company personnel offices.
   g. Prepare for common types of employment tests.

2. Job Application/Resume

   a. Identify the purpose of job application forms.
   b. Read and complete those parts of a job application form asking for personal facts, job interests and job skills, references and education and employment records.
   c. Prepare letters of inquiry or application.
   d. Compile a list of references.
   e. Apply for a social security card, work permit and licenses.
   f. Prepare a resume summarizing experience, education and job training.

3. Job Interviews

   a. Identify the purpose of job interviews.
   b. Identify the necessary steps in getting ready for a job interview.
   c. Differentiate between appropriate and inappropriate behavior attitudes and dress for a job interview.
   d. Be prepared to discuss prior work experiences, career goals and personal, character, job references and personal aptitudes.
   e. Discuss wages and salaries with a prospective employer.

4. Standard Benefit and Payroll Structures

   a. Define basic terms about wages and salary, identify standard paycheck deductions and do simple computations related to salary.
   b. Identify and describe common company benefits.
   c. Identify the purpose of workers' compensation and describe the benefits it provides.
   d. Identify the purpose of unemployment insurance and disability insurance and describe the benefits they provide.

II. WORK MATURITY SKILLS

Definition

Work maturity skills are those attitudes, knowledge and skills which allow a person to understand and respond to the basic requirements of the work environment. Seven areas have been identified as major components of work maturity skills.

A. RELIABILITY
B. SELF-MANAGEMENT
C. PERSONNEL FUNCTIONS
D. SUPERVISION
E. TASK MANAGEMENT
F. PROBLEM-SOLVING
G. MOTIVATION

WORK MATURITY

A. Reliability

1. On the job regularly and promptly.
2. Notifies if late/absent.
3. Complete tasks on time.
4. Volunteers extra effort when necessary.
5. Shows responsibility and dependability in carrying out task.

B. Self-Management

1. Maintains physical and mental health.
2. Maintains appropriate hygiene and dress.
3. Settles personal problems outside work.
4. Has adequate child care.
5. Demonstrates self-confidence.
6. Accepts responsibility for own actions.
7. Anticipates consequences of personal actions.
8. Demonstrates a positive self-concept.

C. Personnel Functions

1. Understands employment conditions.
2. Understands work standards and schedules.
3. Understands personnel procedures.
4. Relates appropriately to supervisor and fellow employes.
5. Keeps work records.

D. Supervision

1. Demonstrates attentiveness and cooperativeness.
2. Requests clarification when needed.
3. Understands and resolves differences of opinion.
4. Participates in training.
5. Accepts guidance/correction.
6. Demonstrates a respect and understanding of authority.

E. Task Management

1. Prepares/plans and organizes job responsibilties.
2. Sets up materials/tools.
3. Works consistently to complete tasks.
4. Uses appropriate techniques/tasks.
5. Cleans up.
6. Manages time effectively.
7. Sets reasonable work goals.

F. Problem-Solving

1. Recognizes and analyzes problems.
2. Identifies early signs of problems.
3. Consults with others, gathers information.
4. Considers alternative solutions and their consequences and demonstrates flexibility.

G. Motivation

1. Demonstrates initiative, good judgment and integrity.
2. Does all tasks.
3. Inquires about job and related work.
4. Seeks opportunities to learn.
5. Practices skills/requests feedback.
6. Seeks additional work when assigned tasks are completed.

To Develop Other Competencies

A local area may develop other competencies to reflect the objectives of their youth programs. If a local area cannot find an appropriate competency or competencies in the previous section, they should consider the information provided in this section to develop their own.

The Department of Labor Technical Assistance Guide identifies three desirable characteristics of youth employment competencies. They are as follows:

a.) Specific - The specificity of the competency concerns its ability to convey unambiguous information. It should be clear.

b.) Public - The competency should be public to provide opportunity for generating a general consensus in the community on the competencies to be used and to provide an opportunity for community feedback on the applicability of the competencies to youth serving gency programs and local employers.

c.) Measurable - The competency should be measurable to assure that program performance can be evaluated.

In addition, identified competencies must be commonly accepted as valid and should have an identifiable relationship to employment. This implies that the competencies defined cannot be arbitrary or have a disparate impact on any particular type of JTPA participant.

Further the Guide recommends that the set of competencies be:

1) "Comprehensive: Do the competency elements include all of the general behaviors that youth need for entry into the work force (or enrollment for further education or enlistment in the military)?"

2) "Manageable: Can youth realistically attain the competency level, and can the competencies be attained with available resources?"

3) "Important: Does each competency that is included describe an important skill, knowledge, or attitude related to the goal of the program?"

4) "Clear: Is the general behavior described clearly? Will people understand what is meant by the competency? Will different people understand it in a consistent way?"

5) "Free from Stereotyping: Is the competency free of wording suggesting that some social, occupational, or life roles should be valued more than others? Is the competency applicable across lines of sex, socio-economic status, race, rural and urban settings, and religious persuasions in your community?"

Assessment procedures also need to be developed for locally determined competencies. The next section provides guidance for developing assessment procedures.

Assessment Procedures for the Selected Competencies

There are a variety of assessment procedures for determining whether or not a youth possesses a locally recognized competency. These may be locally developed, e.g., by program operators or school districts, or purchased from a test vendor and may consist of behavioral observation, simulated situations, product reviews, work samples, oral and written questions and checklists (See Appendix C for a checklist example).

It is important in the selection of any measurement device to consider the validity, reliability and the usefulness of this device. In particular, the content of a "test" must match the content of the competency. For example, a standardized arithmetic test which includes problems involving addition, subtraction, multiplication and division of whole numbers is not appropriate if the competency to be measured only concerns the accurate addition of whole numbers. Secondly, a self-assessment or checklist of a youth's skills in the addition of whole numbers is also inappropriate. The best measure of an individual's addition skills is to ask the youth to respond to a test containing only addition problems of whole numbers.

PIC's need not devise their own tests for every competency. Where checklist approaches are appropriate, PIC's may wish to develop their own. For basic educational skills, PIC's may wish to tap other resources including VTAE, local school districts, the Department of Public Instruction and Job Service. (A second resource manual which will provide more information with respect to possible assessment procedures is being planned at this time.)

Once your measurement devices have been selected, they should be used at the beginning and conclusion of the program. The purpose of the pre-assessment is to determine proper program placement of the youth. The post-assessment establishes attainment or non-attainment of the locally-determined competencies.

It is possible that levels of accuracy will have to be established for selected competencies. For example, how many addition problems does a youth need to correctly solve in order to demonstrate the attainment of that competency? These levels of performance can be established by consensus at the local level.

Conclusion

The information supplied in this resource manual has been designed to provide assistance to Private Industry Councils in establishing their local youth employment competencies. Additional technical assistance is available by contacting the Governor's Employment and Training Office at (608) 266-5370.

Appendix A

Questionnaire Approach to Determining Competencies

One approach to developing a set of youth employment competencies is to poll the appropriate audience; e.g., local PIC members, local business and local educators. The following paragraphs describe a sample questionnaire and procedure which could be used in this polling process.

* * * * * * * * * * * * * * *

First determine a pool of competencies. You may select from the information included in this manual, develop other competencies or select competencies from other resources. Second, determine the audience for the questionnaire. Sample instructions and a sample format follow:

Instructions to the Respondents:

1. Sign the questionnaire (Unless the questionnaire is anonymous).
2. Rate each of the competencies. A rating of "1" represents a competency which is not at all valuable; a rating of "5" represents a competency which on the average is necessary; a rating of "9" represents a competency which is mandatory for all youth to perform successfully in a job.
3. Indicate additions, deletions and changes to questionnaire items and rate any additions according to Step 2 above.

Format

The questionnaire should have a heading which identifies its content, e.g., [SDA name] Youth Employment Competency Questionnaire," and the name of the respondent, if desired. One possible rating scale is:

1.	Competency 1	1 2 3	4 5 6	7 8 9
2.	Competency 2	1 2 3	4 5 6	7 8 9

Questionnaire Results

An average response for a particular competency can be calculated by summing all the responses for that competency and dividing by the number of respondents. The competencies could then be ranked according to the average rating. The PIC can then decide which value separates the recognized competencies from the non-recognized competencies.

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APPENDIX B

SDA NAME

WORK MATURITY (WORK EXPERIENCE) BENCHMARKS

SUPERVISOR/EVALUATOR CHECKLIST FOR ASSESSING BENCHMARK ATTAINMENT

SUBGRANTEE ______________________ PROJECT ______________________

WORKSITE ______________________ TIME PERIOD ______________________

PARTICIPANT ______________________ SUPERVISOR ______________________

• RATING OF WORK MATURITY SKILLS (circle rating--each factor):	Poor		Average		Excellent
1. Attendance	1	2	3	4	5
2. Punctuality	1	2	3	4	5
3. Grooming/Hygiene • participant dresses appropriately for the job (no shorts, halters, etc.), • hair groomed neatly and appropriately, • beard/moustache trimmed neatly, if applicable, • demonstrates good hygiene	1	2	3	4	5
4. Following Directions • participant exhibits a positive attitude, • instructions followed correctly, • asks questions, if necessary, • task completed within specified timeframe	1	2	3	4	5
5. Quality of Work • completed work neat and accurate, • errors were corrected, • instructions followed	1	2	3	4	5
6. Work Quantity • all assigned work completed, • quantity of work completed in accordance with the instructions given	1	2	3	4	5
7. Dependability • instructions followed, • work completed in timely and efficient manner, • initiative demonstrated in completing a task, • if minimal instructions were given, participant used good judgement in completing the task, • work assignments completed without constant supervision	1	2	3	4	5
8. Working Relationships • gives help to co-worker, if requested, • readily asks for help from co-workers, • shows a positive attitude when working with co-workers	1	2	3	4	5
9. Personal Behavior • cooperative, • friendly, • readily accepts work, • willing to listen to new ideas	1	2	3	4	5

COMPLETE THIS SECTION FOR FINAL EVALUATION ONLY. APPLIES TO FINAL SIX WEEKS.

- ATTENDANCE

  a. Circle the number of days participant was absent from work during the final six weeks of the program (do count sick days, but don't count holidays or worksite shutdowns). 0 1 2 3 4 or more

  b. Were any of the absences unexcused? (circle one) YES NO

- PUNCTUALITY

  a. Was youth more than five minutes tardy for work during any five-day work week during the final six weeks of the program? (circle one) YES NO

ACTION TAKEN FOR RATINGS OF 1 OR 2 ______________________

____

COMMENTS: ______________________

____

SUPERVISOR'S SIGNATURE: ______________________ DATE: ______________

PARTICIPANT'S SIGNATURE: ______________________

COUNSELOR'S SIGNATURE: ______________________

APPENDIX B

WORK MATURITY
(WORK EXPERIENCE)
BENCHMARKS

Benchmark Number	Element	Benchmark
1.	Attendance	Given an eight week work period, the participant will have no more than three excused absences during the final six weeks, unless extenuating circumstances were present and are documented.
2.	Punctuality	Given an eight week work period, the participant will not exceed a total of five minutes late in each five day work period for the last six week period. In addition, the participant will demonstrate the procedures for notifying supervisors if they are going to be late.
3.	Grooming/Hygiene	Given an eight week work period, the participant will demonstrate good grooming and hygiene and the ability to dress according to the job to be performed, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
4.	Following Directions	Given oral instructions for a work assignment, the participant will complete the assignment as instructed and within the timeframe specified if a time limit was given, to the supervisor's satisfaction.
5.	Quality of Work	Given work assignments, the participant will accurately complete the assignments to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
6.	Work Quantity	Given work assignments and instructions, the participant will complete all tasks in accord with the instructions provided, as documented in final evaluation form completed by the supervisor.
7.	Dependability	Given work assignments, the participant will demonstrate that he/she can follow directions, complete work on time, as specified, without close supervision, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
8.	Working Relationships	Given work assignments which require giving or receiving assistance, the participant will demonstrate ability to work with co-workers, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
9.	Personal Behavior	Given an eight week work period, the participant will demonstrate acceptable behavior, to the supervisor's satisfaction, as documented in a final checklist completed by the supervisor.

Objective information for attendance and punctuality is collected. In addition, a youth must be rated "3" or better for all nine categories on the accompanying form to be certified as competent.

YOUTH EMPLOYMENT COMPETENCIES

JTPA
JOB
TRAINING
PARTNERSHIP
ACT

A RESOURCE MANUAL

VOLUME II

Technical Assistance Guide 3:84

GOVERNOR'S EMPLOYMENT and TRAINING OFFICE

YOUTH EMPLOYMENT COMPETENCIES

A RESOURCE MANUAL

VOLUME II

TECHNICAL ASSISTANCE GUIDE 3:84

Governor's Employment and Training Office
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October, 1984

PREFACE

Youth employment competencies are a new facet of program design for youth enrolled in Job Training Partnership Act (JTPA) programs. This Guide discusses youth competencies in the context of the total service delivery system and provides specific guidelines for service delivery areas in developing a competency-based program approach. Although it is by no means an exhaustive treatment of competency-based programming, it consolidates much of the current information on employment competencies within the JTPA system. A bibliography of sources consulted and a resource guide of other materials which may be helpful are included in this Guide. An extensive list of further resources is available from the Governor's Employment and Training Office upon request.

This Guide supplements the information contained in Youth Employment Competencies, A Resource Manual, Volume I (TAG 2:84) published by this office in April, 1984. Volume I identifies a list of competencies recommended by the Youth Competencies Task Force. Section V of this Guide includes the Task Force's recommendations of specific competency-based programs and materials which are available commercially.

For further information, contact the author of this Guide and/or the Governor's Employment and Training Office State Rep for your area.

Joyce Hawthorne
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I. OVERVIEW

What Are Youth Employment Competencies?

A lot of attention has been focused on the development of youth employment competencies in Job Training Partnership Act (JTPA) programs. Many people are confused about what youth competencies are and why they are important.

What are youth employment competencies? Competency in general refers to the ability to perform a particular task or to demonstrate knowledge in a particular area. In employment and training programs, competencies refer to specific skills, knowledge, attitudes or behavior which will improve a young person's chances of getting a job. Local Private Industry Councils (PICs) will determine the competencies which are important for their area, what level of competence will be expected of participants, and establish ways to measure the competencies participants have attained before being terminated from the program.

A big job? Yes! But not an impossible one.

Will A Competency System Improve Program Performance?

SDA's are not required to develop a youth competency system. The state performance standards framework is required to credit them if a local PIC has recognized them. A local Private Industry Council may elect not to implement competency-based programs or to recognize competencies of existing programs. Aside from the programmatic advantages, however, the Act provides a fairly strong incentive for doing so.

Performance standards for youth programs in the past have focused primarily on job placement. "Successful" programs were those which could place the most youth in jobs for the least amount of money. This generated a lot of criticism from program practitioners who argued that participants and programs were not being recognized for the valuable employability and educational skills gained by program participants who, for a variety of reasons, were not placed into jobs. Sponsors of the JTPA acknowledged this need for broader recognition of the skills gained by youth by allowing credit for the attainment of marketable skills (competencies) which may not result in immediate job placement. This is particularly advantageous for programs which encourage youth to remain in school or pursue further training before being placed in a job.

There are three performance standards against which youth program performance will be measured: entered employment rate, positive termination rate and cost per positive termination. In order to be considered a positive termination, a youth must leave the program under one of the following conditions:

- To take an unsubsidized job;
- To enroll in another employment and training program (non-JTPA);

- To return to school (this applies only to out-of-school youth);
- Having completed a major level of education; and/or
- Having obtained employment competencies.

For those youth for whom immediate job placement is unrealistic (youth in high school, for example), "obtained employment competencies" may be the only category in which they can be terminated positively from the program. If a PIC does not have recognized employment competencies, these youth can not be included in the positive termination rate. The more youth who are included in the positive termination category, the higher the termination rate will be and the better your program performance will look. The number used to determine the positive termination rate is also used to determine the cost per positive termination. The higher the number of positive terminations, the lower the cost per positive termination will be, and the better your program performance will look. The inclusion of youth competencies in your programs will improve the performance on two of the three standards used to evaluate your youth programs!

Regardless of the valid arguments for evaluating program quality instead of quantity, it is difficult to ignore the reality of the numbers. Incentive funds to SDA's, funding decisions for local program operators and program credibility in the community will be based primarily on the performance outcomes of your programs. Fortunately, competency-based programming is opening the door to evaluating the quality of programs based on the skills learned by the participants. And it improves your numbers at the same time!

* Are There Other Advantages?

Aside from improving program performance, the primary advantage of competency-based programming is that it fosters accountability for program outcomes and justifies PIC expenditures for effective programs. PIC's will determine the needed employment competencies based on local hiring requirements and program operators will be responsible for designing programs which provide youth with those skills. The measure of program success will be based on the skills learned by the particiants, not the number of youth who were served or the number who completed the program. Funds will be channeled into program strategies which are most effective at teaching the necessary skills.

Other advantages:

- Competency-based programs are more responsive to local labor market conditions and local hiring requirements. The skills youth are learning are those preferred by local employers. This will increase the number of youth placed in jobs - immediately or in the future - because they will have the skills employers are looking for. And the ability to provide relevant training will improve the credibility of your program in the community.

- Program services will be tailored to the needs of each participant. Not all participants will enter the program at the same skill level nor will they learn at the same rate. Each young person will have a plan of services to help them develop the skills they need and their achievements can be documented as they progress through the program.

- Participants will also develop a more realistic understanding of the world of work and the local job market because of local employer input into the development of the competencies they are learning.

- The process of developing the competencies provides an opportunity for many organizations in the community to work together to determine the employability needs of its young people. Employers, schools, community-based organizations, and Private Industry Council members working together toward concensus on needed competencies will generate community support for and involvement in your program.

* * *

II. WHO SETS THE RULES

* The Federal Role

The Job Training Partnership Act is based on the human capital theory and expenditures for employment and training programs are considered an investment in human capital. Performance standards have been established by the Secretary of Labor as objective criteria to measure the extent to which the investment has been productive. Among the factors specified in the legislation as appropriate measures of program success is the attainment of employment competencies recognized by the local Private Industry Council (JTPA Section 106(b)(2)).

The Secretary, in keeping with the intent of the legislation to allow maximum local authority and flexibility, has not prescribed what those competencies should be nor how they should be measured.

The Department of Labor has recommended the use of three general competency areas (see Section III). It has based these recommendations on the experience of past competency-based employment programs. For the first two years, the Department of Labor will analyze the types of employment competencies that the PIC's recognize and use this research to make any future modification of the performance standards. It is difficult to predict what these modifications may be, since the competencies developed by local PIC's will be so varied that standard measurements or evaluation will be very difficult.

* The State Role

The Governor has limited authority over the development of youth employment competency systems. The Governor's Employment and Training Office will provide guidelines for the development of competencies in Wisconsin (see Section III.C.) and will provide technical assistance to SDA's, but will not prescribe what the competencies should be. There are no plans at this time to develop a uniform statewide competency system. We are concerned, however, that evaluation of youth programs will be difficult because of the variety of systems which may evolve within the state.

The national and state performance standards and the adjustment methodologies (regression model) include the measurement of employment competencies in the formula. For this reason, if there are SDA's which do not have recognized competencies, the Governor has the authority to adjust their positive termination standards to take this into account. (The method to be used to make this adjustment is not clear at this time.) The Governor may also prescribe what the tracking and documentation requirements of youth competencies must be.

* The Local Role

The responsibility for developing the competency system falls on the local service delivery area. The PIC may develop the system themselves, or they may choose to designate the actual development of the system to another entity. The legislative requirement of the PIC is to recognize (approve) the competencies, not necessarily to develop them. It will be the job of the administrative entity staff to implement, manage and monitor the system which is adopted.

III. GETTING STARTED

Before you develop a competency-based program approach there are a number of issues which you should give careful consideration.

* Important Choices

SCOPE: One of the first decisions you will need to make regards the scope of your effort. You will need to decide whether to implement a complete competency-based system or to phase in the system over a number of years. If there are already elements of the competency-based approach in your current programs, it may be possible to build on the existing delivery system with a minimal amount of effort. On the other hand, if the idea of competency-based employment programs is new to staff and program operators, a phase-in approach may be more realistic. Competencies may be developed in one area, implemented and refined, and other competency areas added in succeeding program years. The phase-in approach allows more time to cultivate resources in the community to help with the development of the system. This approach is also more practical if there is some urgency to getting a system in place.

RESOURCES: The amount of money and staff time available will influence the scope of the system you will be able to develop. The phase-in approach has the advantage of spreading the costs over a longer period of time and reducing the amount of time required by staff.

Once the scope of the system and the resources available have been determined other choices can be made.

WHO WILL DEVELOP THEM: The PIC should decide who will be responsible for developing the competencies and designing the system. If time and expertise on the part of the PIC is limited, consideration should be given to having a third party develop the system. It would be appropriate to organize a committee or work group of representatives from the community to take on the task or the PIC may decide to hire a consultant. The scope of the effort and available resources will determine the practicality of this option. However it is handled, the lead responsibility should be clearly defined so that the process does not drag on and accountability for the outcome is lost.

PURPOSE: Everyone involved should agree on the purpose of the competency system in the SDA. Will the primary purpose of the system be:

- to improve program performance?
- to provide all participants with minimum competencies?
- to make the program more responsive to local labor market needs?

An agreed upon purpose will direct the development process and make other choices clearer. It will also foster understanding and commitment among staff and program operators during the sometimes frustrating process of implementing new ideas and procedures.

TARGET POPULATION: You will need to decide whether the competency requirements will apply to all youth or will apply only to a selected group of youth (such as in-school youth). Applying competencies to Title IIB summer program youth is optional, but may be a good idea so that program design and performance is consistent within the total service delivery system. The selection of the target population should be based on the purpose of your competency programs agreed upon earlier as well as the goals and objectives of your youth programs.

COMPETENCY AREAS: The selection of competency areas will need to take into account the previous decisions. They should reflect the overall purpose of the competency system, the needs of youth (considering age and target group) and the needs of local employers. For example, if the purpose of the competency system is to raise the positive termination rate for in-school programs, then selecting pre-employment/work maturity competencies would be appropriate (as would basic skills). Competency areas are discussed in more depth in Section IV.

TIMETABLE: Normally, your initial choices will help you determine the timetable to develop and implement your competency system. The complexity of the approach, the expertise and available time of staff, and resources in the community to help should all be considered when a timetable is established. You should allow sufficient time to do a good job, but not so long that staff morale and enthusiasm wanes from lack of progress.

In some SDAs, however, it may be the timetable which temporarily determines the other choices if there is a need to implement a system quickly. But be careful not to short yourselves or your participants. Make the effort worthwhile or don't do it. A half-hearted attempt at competency-based programming may hurt your performance by imposing a cumbersome and/or meaningless competency system on your service providers.

[redacted]

* Who Should Be Involved

Youth employment competencies cannot be developed in isolation. If programs are going to be effective, the competencies must be developed and supported by representatives of the entire employment community -- employers, schools, community organizations and others.

Employers

Employers control the jobs which comprise the primary source of income for most people in our society. Within certain constraints (equal employment opportunity requirements, labor management agreements, etc.) the employer ultimately decides who will be hired. The employer - not the applicant nor a JTPA service provider - decides who is employable. For this reason, it is critical that representatives of employers in your area be involved in the development of your competency system. The credibility of your program and the employability of your youth rests on the validity of the competencies you develop. Unless the competencies are relevant to the labor market in which youth will be searching for jobs, they will be meaningless and you will have done a lot of work for nothing.

Many studies have been done to try to determine what qualities and skills employers are looking for. The Parker Project is a joint project of the Wisconsin Department of Public Instruction and the Parker Pen Company, designed to make elementary and secondary education and vocational training more relevant for youth entering the world of work. A number of reports are being produced through this project which may be of interest to employment and training practitioners. The Business and Education Survey: Employer and Employee Perceptions of School to Work Preparation (Report #3) may be especially useful for getting a picture of the needs of Wisconsin employers. This survey found that employers felt prospective employees, making the school-to-work transition, lacked basic employment competencies needed to obtain and retain employment.

74% or more of the employers surveyed indicated the following eight competencies needed "more" or "much more" emphasis:

- The basics of writing (including spelling and grammar, arithmetic and reading)
- Oral communication and speech
- Technology (applied science)
- Computer literacy, applied and word/information processing
- Specific job occupational and job entry skills
- Work experience
- Economics of business
- Human relations and decision making

The Parker Project showed that employers and employees were virtually consistent in their response on the lack of skills which caused recent high school graduates not to be hired initially. These skills included: applying and interviewing for a job, general attitudes toward work, good appearance, and specific job skills. When asked what lack of skills or competencies caused recent high school graduates or dropouts to lose their jobs or be unsuccessful on the job, employers and employees named these work habits: general attitude toward work, working with others, quantity and quality of work, accepting advice and supervision, and understanding the value of work.

Although this kind of information is useful, we urge you not to rely on it completely and assume that the employers in your area feel the same. Check it out. Make sure that your program will be responsive to the needs of your local employers.

There are a number of ways to solicit employer input. The most obvious is to begin with the private sector representatives on your Private Industry Council. Ask for their help in selecting relevant competencies. They may also be able to recommend the best way to poll other employers in your community for their input. Mail-out surveys used in past programs have generally had low response rates and the information collected was too general to be useful. There may be other methods which will be more effective in your area.

Expecting PIC members or local employers to draft the competencies may be too much to ask. Asking members of the PIC or the business community to review competencies that have already been reasonably well developed has been the most effective strategy in past programs.

To ensure their involvement, employers must be made aware of the process from the beginning and be kept informed of your progress. They need to know that their input will ultimately determine the skill level of applicants referred to them for hiring. Take advantage of the employer relationships you have already cultivated and encourage their involvement in this process.

Schools

As the secondary education system in Wisconsin moves toward competency-based education and becomes more responsive to the employability needs of its students, it is important that the education system and employment and training system do not build competency systems which are incompatible. The more compatible these systems are, the more credible both systems will be in the community and the less confusing will be the expectations placed upon the young people who must traverse both systems. They will benefit the most from competency systems which are complementary and interchangeable.

Educators who are trained in competency-based learning together with employment and training practitioners who have experience and knowledge in employability training can build a strong competency system which will respond to the needs of local employers, the youth who need the skills and the various performance requirements of education and employment programs. Representatives of local education agencies, particularily the Local Vocational Education Coordinators (who are experienced in both academic and vocational training) will be valuable members of your competency team.

Secondary and post-secondary schools are an especially valuable resource in the area of basic educational skills. If you choose to include this competency area, be sure to consult with school staff or request their help in developing the competencies for this area. Many schools are already working on competency-based curriculums for basic skills which could be coordinated with your competency system.

Vocational technical school staff will be a valuable resource in the development of specific occupational competencies. Many voc-tech schools in Wisconsin have excellent competency-based programs. The JTPA Coordinator at the vocational technical school(s) in your area can assist you and/or direct you to the right people.

If there are alternative schools in your area, their input will be expecially important from the perspective of teaching youth who are unable to respond to traditional methods of learning. Alternative schools and/or other private schools may also have competency-based programs which can be used as a resource for your programs.

Community Organizations

Community-based organizations which work with youth and are or may be service providers will provide valuable insight into what is realistic to expect of youth and whether the competency-based program design will be workable. To a great extent, the competencies you select will influence program design and content. The people who will be responsible for operating the programs should be involved to ensure that the services they provide will help youth develop the identified skills.

Youth Participants

Let us put in a word here, too, for your youth participants. Don't underestimate their perspective and insight on program design. Use your youth advisory committees or interested youth participants to interview employers, review and comment on proposed competencies, or help establish realistic performance levels. Often their expectations of themselves and their peers are higher than those of adults. It will be a valuable learning experience for them and probably for you, too!

* Characteristics of Competency-Based Programs

There are some characteristics of competency-based employment programs which are common to all programs based on this approach.

- They provide a significant role for employers in confirming competencies for specific occupations.
- Assessment plays a key role in measuring the pre- and post-program competency levels of participants and tracking their progress through the program.
- Program design and content is based on the competencies to be learned by participants. The service delivery system provides the full range of services needed by participants to attain the competencies.
- They use individual employment plans for each participant which identify needed services and document their progress.
- A competency certificate is awarded to each participant as a credential for attaining the competencies. This is the participants' documentation for having met the requirements of a training program, which they can use in their job search as evidence of what skills they have mastered.

If your programs already have some or all of these elements, you will have a head start on developing your competency approach. If not, this gives you an idea of possible revisions you may need to work on to adapt your existing programs.

* * *

IV. BUILDING A COMPETENCY-BASED SYSTEM

* Elements of Competency-Based Employment Programs

The fundamental concepts of competency-based programs may be familiar to many service providers and it will not be too difficult to adapt existing programs so they can take advantage of the strengths of these concepts. Whether you are adapting existing programs or starting from the ground up, a competency-based approach will still require a reasonable amount of work if it is to be successful.

The key components of competency-based employment and training programs are the selection of competency areas, competency statements (consisting of competency objectives and benchmarks), assessment, services and credentials.

Competency Areas

The three competency areas recommended by the Department of Labor are pre-employment/work maturity skills, basic educational skills and job-specific skills.

Pre-employment skills include, but aren't limited to, world of work awareness, labor market understanding, career planning, decision making and job search techniques. They also encompass survival skills such as using the phone, telling time, shopping, making change, renting an apartment, opening a bank account, and using public transportation.

Work maturity skills include positive work habits, attitudes, and behavior (for example, punctuality, regular attendance, acceptable appearance, working well with others, following instructions, accepting criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job). This category also entails developing motivation, effective interpersonal relations, coping and problem-solving skills, and acquiring an improved self-image.

Basic education skills include reading comprehension, math computation, writing, speaking, listening, nonverbal communication, and the capacity to use these skills effectively in the work place. While general sets of measures in the pre-employment/work maturity areas can be applied to participants in all types of work and training activities, basic education skills are determined by the nature of specific jobs or occupations and their requirements. The work-related education skills necessary for setting competency standards are linked to enrollee choices of occupations for training and post-program employment.

Job specific skills relate to the ability to perform actual tasks and technical functions required by certain occupational fields at entry or advanced levels. As with basic education skills, job-specific skills are directly affected by the nature of the occupations involved. Therefore, the job-specific skills necessary for determining competency measures are also related to enrollee career decisions.

Competency Statements

In order to make sure the competencies are clear to everyone, a group of competency statements are developed for each competency area selected. Competency statements are composed of four elements:

a. the competency area

b. the competency objective (sometimes referred to as the competency indicator)

c. the achievement level required to meet the competency objective (sometimes referred to as the benchmark)

d. the method to measure achievement of the objective.

A sample competency statement would be as follows (correlated with items a-d above):

a. Competency Area: Pre-employment/Work Maturity Skills

b. The participant will demonstrate an acceptable attendance pattern

c. by showing up on time nine days out of ten on his/her tryout employment site

d. as measured by employer attendance reports.

Notice the similarity between competency statements and goals and objectives used in plans and proposals. The competency area relates to the goal, the competency indicator is the objective, and the benchmark and the measurement method are the quantifiable and measurable components of the objective. A familiar concept described in a somewhat different way.

Selecting the Competency Objectives: You will most likely have multiple competency objectives for each competency area. For example, under pre-employment skills, you will list a number of specific competencies for participants to achieve in order to be considered competent in pre-employment skills. The Youth Competencies Task Force appointed by the State Job Training Coordination Council recommended a list of employment competencies in the pre-employment/work maturity and basic education skills areas appropriate for job training programs in Wisconsin. We suggest you review their list and adopt or adapt those competencies which are relevant to your programs and local employer preferences. The list of competencies and guidance on developing other competencies may be found in Youth Competencies: A Resource Manual, Volume I (GETO TAG 2:84).

The following questions may be helpful when developing your competency objectives.

- Is each competency expressed clearly? Will people consistently understand what it means?
- Does each set of competency objectives include all of the specific behaviors that a youth must learn in order to demonstrate achievement of the competency?
- Does each competency objective represent an important skill, knowledge or ability? Should each be included?
- Is the competency objective applicable across lines of sex, socioeconomic status, race, rural and urban orientation and religious persuasions in your service delivery area?
- Is the competency objective appropriate considering the age and educational background of the participants?

Determining the Benchmarks: The benchmark or achievement level identifies how well the competency objectives must be performed to be acceptable. They may be stated in terms of actual percentage of achievement, the level of accuracy expected, the time allowed to complete the task or any other appropriate level at which achievement can be measured. The benchmark communicates to the youth, the staff, the instructors and employers the level of performance expected of each participant.

We would advise against using the percentage method when there are specific skills which must be attained to be acceptable. For example, if a participant attains 80% of the competencies in the pre-employment skills area but one of the skills s/he did not attain was the ability to accurately complete a job application, that young person will be unprepared for his/her job search. A more effective approach may be to identify those skills which are absolutely essential to attain to be minimally competent in that area and evaluate a participant's competency based on the attainment of all of these skills, with the others as optional.

Proceed carefully as you determine the levels of proficiency required. Make sure the levels are relevant to the skills required for the jobs in your area or the occupation the participant has chosen. Your employer input will be helpful here. Note that completion of the lessons in itself is not a competency. Competencies are demonstrated skills or knowledge which may or may not have been attained by the time the participant completes a program.

Keep in mind, as you establish your objectives and benchmarks, that you will also need to decide what level of achievement must be attained in order for a youth to leave the program as a positive termination. For example, will s/he be required to attain all of the pre-employment competencies or a certain percentage of them or the minimum essential competencies? It should be clear to the service providers exactly what will constitute a positive termination.

Assessment

Assessment is an integral part of a competency-based program. In order for a competency to be valid you must be able to measure it. The assessment component will determine whether a participant has attained the competencies by measuring their skill levels at program entry, during participation, and upon completion. It will help you determine if an individual is ready for the next step in the employability development process.

Developing an effective assessment strategy involves determining what methods of assessment and what assessment instruments are the most appropriate for the competencies you have identified. Depending on how your system is designed, this may be a task for SDA staff, a competencies work group, or service providers.

There are three basic methods of assessment.

Behavioral Observation - This method is most appropriate for skills which can only be assessed accurately by observing a person in a situation requiring the demonstration of a skill. The more intangible skills and attitudes - such as speaking, listening or interviewing skills - lend themselves to this type of assessment. However, this is the most subjective method of assessment and is most easily affected by bias.

Product Review - This method requires a participant to demonstrate a skill by producing an acceptable product (for example, writing a report or building a bookshelf).

Verbal or Written Questions - This method is best used to assess whether people have acquired knowledge or can apply knowledge by solving a problem. Written questions can also be used to identify attitudes, aptitudes and interests, but these results must be very carefully interpreted. Attitudes and interests can fluctuate from day to day, particularly among adolescents, and test results can be inaccurate due to participants trying to provide what appears to be the "right" answers. Also, studies have shown that young people often base their interests in occupations on inaccurate information, and that the relationship between interests and aptitudes is limited.

In selecting the method of assessment (or reviewing those proposed by service providers) consider the following:

- The type of skill, knowledge, behavior, or attitude being evaluated and what method will most accurately assess it.

- The characteristics of participants being assessed -- less traditional testing methods (behavioral observation or product review) may be more effective with handicapped or disadvantaged youth than standardized verbal or written tests.

- The training and experience of staff in administering assessment instruments and the time available to devote to the assessment process.

There are many assessment instruments available which may be used in their current form or adapted to local needs. Other than the development of simple checklists and rating scales, we do not recommend you try to develop your own assessment instruments as it is a costly, time-consuming process. Section V discusses existing competency systems recommended by the Youth Competencies Task Force which include assessment instruments that have already been tested and validated. Local high schools and vocational schools may also have assessment instruments which may be relevant to your needs. The Resource Guide in the Appendix also identifies available assessment materials.

There are three general criteria to use when selecting (or reviewing) an appropriate assessment instrument: validity, usefulness and reliability.

Validity: This is the most crucial issue in selecting an assessment instrument. It refers to the extent to which the instrument accurately measures the skills, knowledge or attitude the user intends it to measure. Each question on the test should be carefully examined to determine if a person's answer to that question is truly going to help decide if s/he has achieved a competency which is relevant to your program. The validity of a test may differ between ethnic/racial groups or may discriminate unfairly among them. It may also differ between males and females.

Usefulness: This refers to the extent to which the instrument is suitable for the context in which it will be used. One of the most common reasons instruments are found not usable is that the reading level required is different than that of the persons being assessed. In other cases, the method of scoring may be cumbersome, may require special equipment, or it may take longer to get the results than program time constraints allow. Any tests you use should be compatible with and relate to the youths' backgrounds, literacy levels, and familiarity with and willingness to take tests.

The following questions may be helpful when you review an assessment instrument for its usefulness:

- Are the instructions to the person administering the test and to the person taking the test clear and understandable?

- Is it clearly formatted and easy to follow?

- Is there a simple way for the respondents to record their answers?

- Does it yield scores that are easily interpreted by your staff and are appropriate for their intended use?

Reliability: This refers to the extent to which an instrument measures a trait consistently. Mathematical formulas exist for calculating the reliability of multiple choice instruments. Attitudes are by their very nature less stable than knowledge or skills so their measures are less reliable. An important factor in the reliability of an instrument requiring human judgment in the scoring is the consistency among raters. You are probably all familiar with this concept as it relates to ranking and rating competitive proposals.

Since the population served in your programs is primarily disadvantaged or high risk youth, you should pay careful attention to traditional paper and pencil tests, for some have been known to have the following shortcomings:

- Most traditional paper and pencil tests are similar to classroom examinations with which many disadvantaged persons have a history of failure.

- Many of these tests have written directions at a rather high reading level which must be understood by the person taking the test if measurements are to be valid.

- Individual test items may also be at a relatively high reading level and may reflect unfamiliar cultural content.

- Item content of tests designed for children may be simple enough in reading level but uninteresting or insulting when administered to older disadvantaged youth. This can seriously damage their motivation to perform.

- Many tests do not bear any significant relationship to the individual characteristics pertinent to job success for most of the jobs disadvantaged youth will be seeking.

Other things you should consider when selecting or reviewing an instrument are the cost in dollars, time and staff (i.e., the costs of securing and scoring the material, the equipment or facilities necessary, the training of staff to administer and score the tests, and the time commitment of both staff and participants).

Another note of caution: any assessment instruments you use should identify participant strengths as well as their weaknesses. Many disadvantaged youths have low self-esteem and tests which measure only their weaknesses serve to reinforce this poor self-image. Your interpretation of their assessment - whether you emphasize their strengths or their weaknesses - will greatly influence their motivation and progress in the program.

Services

An integral component of a competency-based system is the program service mix. The activities and services provided for each youth should relate to his/her assessment results. For example, if assessment of a person's background and skills shows that s/he is unable to perform simple numerical calculations, s/he should have the opportunity to learn math skills. Services should also be provided to build on a participant's strengths. For example, if a person possesses a strong mechanical aptitude, job specific skill training in this area may be an appropriate service to provide competencies needed to obtain a job in a related field. Programs which serve handicapped youth will also need to build on the strengths of the participant since it may not be possible to remediate some deficiencies which are an inevitable result of their handicap.

Most competency-based programs use an individual employment plan to identify the services to be provided to each participant. Each plan includes the following elements:

- A statement of the individual's needs based on initial competency assessment.
- A statement of one or more goals for the individual including the competencies to be learned.
- A description of the assessment method(s) that will be used to determine whether the competencies have been achieved. This description should make clear how and when assessment will take place.
- A statement of activities and services which will be provided.

A note on curriculum development. Many packaged competency systems come with a suggested curriculum for teaching the competencies. If you are considering developing your own materials, we strongly recommend that you seek the help of professional teachers or curriculum specialists. Check with the CESAs, the local secondary schools or the JTPA Coordinators at the vocational technical schools for assistance. You may also want to consider consulting a curriculum expert when you are reviewing the curriculums being proposed by your service providers.

Credentials: Certificate of Attainment

A certificate of competencies attained can serve as a form of "resume" for the participant in his or her search for a job, application to another training program or institution, or enlistment into the military. It also has the additional value of providing motivation to participants.

The certificate should contain information an employer needs to make decisions about hiring, such as what competencies (skills, knowledge, attitudes, and behavior) the participants have achieved in the program.

A competency certificate may be awarded to those participants who achieve the competencies set for them in one or more of the identified competency categories. It is possible that an individual may receive more than one certificate, one for each competency area attained.

SUMMARY

In summary, there are five basic elements of a competency-based approach: the competency areas (pre-employment/work maturity skills, basic skills, job-specific skills), competency statements (competency objectives and benchmarks), an assessment strategy, program service mix and a credentialing process.

> *"Without the basic skills, people can't even get on the employment ladder, to say nothing of climbing it. They may not be employable."*
>
> Thomas Siratovich
> Director, Management Development Center
> Mountain States Employers Council, Inc.
> Denver, Colorado

* Your Plan of Action

An important step in developing your system is to identify the tasks involved and lay out a plan of action. The steps outlined below are suggested for a general plan. More detailed steps may be added. Who is responsible for each step and when it will be completed should also be included in your plan.

PLANNING STEPS

- ▶ Present the concept of competency-based programming to the PIC.

With the PIC's guidance determine:

- ▶ If you want to have a competency system
- ▶ The purpose of the system
- ▶ The scope of the system
- ▶ The resources available to devote to it (time, money, staff, etc.)
- ▶ Who will be responsible for developing it (PIC subcommittee, special task force or work group, private consultant, administrative entity staff or service providers)
- ▶ The timetable for developing and implementing the system.

At this point, you should touch base with the community groups listed earlier - school personnel, employers, youth and community organizations for their ideas and possible participation in the next steps.

The persons or group responsible for developing the system will then:

- ▶ Review the goals and objectives of the SDA's youth programs
- ▶ Select the target population to be included in the competency system.
- ▶ Select the competency areas to be addressed
- ▶ Develop the competency statements
    a. The competency objectives for each area
    b. The benchmarks for each objective
    c. The method of assessment and assessment instrument(s)
- ▶ Solicit input from employers on the relevancy of the selected competencies and achievement levels. Make adjustments as necessary.
- ▶ Obtain the approval of the PIC on the recommended competencies.

When the PIC has approved the competencies, staff will then:

- Submit a Job Training Plan Update to GETO which describes the approved competency system.
- Determine if the existing service mix will provide the range of services needed for participants to attain the selected competencies. Make adjustments as necessary and/or include the required changes in the next RFP for youth programs.
- Begin to incorporate the competencies into existing programs if possible or include components in the next RFP for youth programs.
- Adjust or develop the evaluation process to allow program evaluation on the basis of attained competencies.
- Monitor implementation of the competency approach and periodically assess its effectiveness.
- Refine and revise the system as needed.

* Suggested Guidelines

We recommend the following guidelines as you develop your system.

A. The same competency-based framework should be applied to every program operator and contractor within the SDA. Basic elements of the competency system should be consistent throughout the SDA - a common list of competencies for program operators to select from, standardized measures for each competency area, and standardized certification of attainment procedures.

Individual variations will be necessary based on the occupation youth are training for (e.g., OJT or occupational skills training), the target group being served, employer preferences in different parts of the SDA, and so on. However, a common framework throughout the SDA will allow for objective evaluation of all youth programs using the same criteria - both when reviewing proposals to make funding decisions and when evaluating program performance for effectiveness. A common framework will also make the entire competency approach more credible in the community.

B. Competencies should be developed or adopted within one or more of the three competency areas recommended by DOL (pre-employment/work maturity skills, basic skills and job-specific skills). These are the areas being used by most JTPA practitioners in other states and will allow for evaluation and comparison of systems within the state and across the country. NOTE: It is not necessary to develop competencies in all three areas if this doesn't meet the needs of your SDA.

C. The competency system should encompass all youth under age twenty-two. If the competency system is implemented in phases, this may be accomplished over several years. The purpose of competency-based programming is to improve the preparation of youth for the work world. It makes sense that all youth in your programs be provided with the opportunity to obtain the competencies you and your PIC have deemed necessary for employment.

D. The competency system should be an integral part of the service delivery system. Programs should be held accountable for results as measured by the attainment of competencies by its participants. This accountability should be reflected in evaluations used to make funding decisions.

E. Training strategies and program service mix should be based on the competency needs of participants. Length of enrollment and placement into programs should be based on the needs of the participants to develop specific competencies, not the slots available or the length of the program operator's contract. The full range of services needed to attain the competencies must be available and accessible to participants. This will require careful planning of the program service mix and may require some changes in the standard operating procedures in the SDA.

F. The team approach to developing the system is strongly encouraged. Involving employers, school personnel and community organizations will result in a more credible system and will ensure its compatibility with existing or developing competency systems in the area.

* Requirements

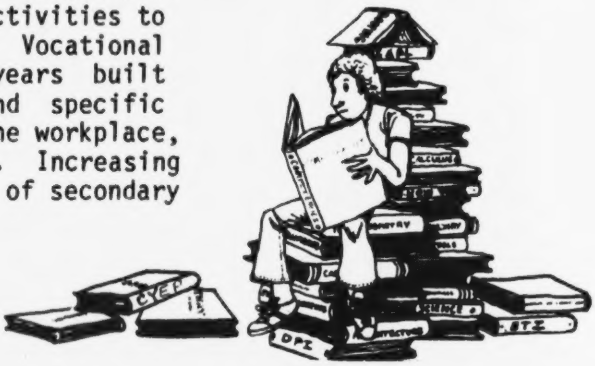
A. Documentation must be maintained on each participant in the competency system either at the program operator or the SDA level. Copies of the initial assessment, the individual plan of services which describes the competencies to be attained, and interim assessments must be included in every participant's file. A copy of their "certificate" or some other form of documentation indicating attainment of the competencies must also be in their file.

B. The PIC is required to recognize (approve) the competency system and individual competencies to be used in the SDA prior to its implementation. This approval must be documented in meeting minutes.

C. A description of the approved competency system must be submitted to GETO as an Update to the SDA's Job Training Plan. Only SDAs with PIC-approved systems will be allowed to credit positive terminations under the youth competency category. (GETO will issue instructions regarding the content of the Update.)

V. GETTING DOWN TO BUSINESS: SHORTCUTS

The idea of measuring competencies attained by program participants is not new. Practitioners in many fields have been experimenting for years with techniques for improving the learning process by specifying what is to be learned, how the skills learned will be measured, and designing activities to produce the desired results. Vocational educators have for many years built instructional programs around specific measurable skills neeeded in the workplace, as have apprenticeship programs. Increasing concern about the quality of secondary education has prompted many states, including Wisconsin, to move in the direction of a statewide competency-based secondary education system. It is not surprising, given the continuing problem of high youth unemployment, that there is growing recognition in the employment and training field that competency-based programming will improve the quality of training provided to young people in employment programs by measuring and documenting the skills they have learned.



There have been a number of employment and education programs in recent years which have provided much of the current knowledge on competency-based employment programs. They are a rich source of information on what does and does not work and may serve as useful models for developing JTPA programs.

The most notable of these programs/systems include:

- *Job Corps:* The Training Achievement Record (TAR) system is used which tracks and documents corpsmembers' specific occupational and related skill gains based on nationally developed standards. Each corpsmember is assessed at entry and the results are used to develop individual employability plans. Occupational Training Guides display the training elements necessary for corpsmembers to acquire minimum entry level skills in each occupational area. These guides are based on the Dictionary of Occupational Titles as verified by employers. Upon completion of training, each corpsmember receives his or her TAR which documents achievement levels.
- *Consolidated Youth Employment Program:* Each youth participating in CYEP was expected to acquire minimum levels of competency through the progression of educational, experiential and training activities. Employability skills addressed four competency areas: pre-employment experience, work maturity, educational skills and occupational skills.

- *Vocational Exploration Demonstration Program (VEDP)* - Nationally developed benchmarks emphasizing pre-employment experience and work maturity skills were used in this vocational exploration program. Benchmarks were developed in four areas: knowledge of kinds of work, knowledge of culture of work; knowledge of and skills for finding a job, and knowledge of and skills for surviving in the world of work.

- *Vocational Education* - The National Center for Vocational Education (Ohio State University) and the Vocational-Technical Education Consortium of States (V-TECS), a consortium of seventeen states and branches of the military, publish catalogs of performance objectives/competency indicators for many occupations. These catalogs are available through the Vocational Studies Center in Madison.

- *Experience Based Career Education (EBCE)* - Designed as an alternative to traditional classroom training, students work at projects earning academic credit and eventually a high school diploma. Each project has a structured curriculum supporting specific learning objectives. Career exploration is included and individual instruction is emphasized.

- *Waukesha County Technical School External High School Diploma* - A competency-based assessment system based on locally developed standards of performance conducted by trained personnel. Based on assessment results, an external high school diploma may be awarded by an accredited high school.

A note of encouragement - it has been done before! Many of you have been using the principles of competency-based learning for years under past youth employment programs. Developing employability development plans, setting standards for performance (e.g., reporting to work on time, calling in when sick, etc.), assessing participant progress (evaluations by worksite supervisor or program staff) are all consistent with the competency-based approach.

* Youth Competencies Task Force Recommendations

Because of the experience gained from past competency-based employment programs it is not necessary for you to build your system from scratch. Competency statements in the areas of pre-employment, work maturity and basic educational skills have already been developed, tested, validated and adopted. Competencies already developed for pre-employment and work maturity skills can be standardized for most programs. Basic education and job-specific skills can be generalized by occupational clusters, and adjusted to meet the specific occupational and participant requirements in your programs.

A subcommittee of the Wisconsin Youth Competencies Task Force has recommended specific competency programs and materials for SDA's to consider. This section is based on their recommendations. It is divided into four units according to the three recommended competency areas (pre-employment and work-maturity skills have been separated for clarity).

Pre-employment Skills

The ultimate purpose of the pre-employment competency approach is to help youth gain the knowledge they will need to find and keep a job. Too often, youth begin looking for work with no clear idea of what employers expect of them or how to organize a job search. The pre-employment competency approach may also teach youth the skills they need to survive in the adult world.

In the 1970s the University of Texas conducted an extensive four-year study of competencies needed by adults to function in our society. Instead of focusing on academic grade level equivalents, the Adult Performance Level (APL) Project defined knowledge areas required for successful everyday living. These APL competencies have been used by a wide variety of institutions and a score of commercial publishers in preparing comptency-based educational materials. The result? Many people have already thought about the skills people need in order to find and keep a job and to survive in our society. Many publishers have student textbooks, workbooks, and audio-visual materials to teach these competencies.

The Task Force recommends you consider at least one of four instructional systems for identifying and teaching pre-employment competencies. Each of the four systems is based on the APL research.

Youth Employment Competencies Program of the Wisconsin Department of Public Instruction and University of Wisconsin Employment and Training Institute

This curriculum and set of competency tests were developed originally for juvenile offenders in the Wisconsin correctional facilities. The competencies include those recommended by the Youth Competencies Task Force (see Youth Competencies: A Resource Manual, Volume I, GETO TAG 2:84).

This program relies most heavily on materials developed by the Clovis, California Adult School. The Clovis Adult School's competency-based program was funded as an exemplary program of the U.S. Department of Education's National Diffusion Network. The Clovis materials are available commercially through Pitman Learning, Inc., 19 Davis Drive, Belmont, CA 94002, (415) 452-7810. Core materials in the DPI/ETI program are geared to students with poor reading skills. Additional student workbooks are recommended for higher level readers.

The Youth Employment Competencies Program identifies seven competencies in the pre-employment area:

- Identify resources and procedures for seeking a job.
- Complete a job application form.
- Participate effectively in a job interview.

- Identify proper work habits, attitudes and behavior.
- Describe standard benefits and payroll structure.
- Develop a personal career plan.
- Use labor market information to find jobs.

The program also identifies thirty-two survival skill competencies in consumer economics, community resources, government and law, health, and interpersonal relationships. Curriculum materials, suggested classroom and student activities, and competency tests and performance checklists are provided for each skill area.

Advantages of the program: The program is cheap ($15 for the Job Skills Curriculum and Tests, which can be reproduced as much as you like). It is easy to use and designed for low-level readers. The tests are not easy, but should insure that youth are prepared for the job market. The program is available from the Employment and Training Institute, University of Wisconsin, P.O. Box 413, Milwaukee, WI 53201. Contact Lois Quinn or John Pawasarat (414) 963-6387.

Competency Achievement Packets (CAPs) of the Los Angeles Unified School District Division of Career and Continuing Education

The National Diffusion Network also supported work by the Los Angeles Unified School District to develop competency-based APL curriculum materials for higher level readers.

The CAPs program identifies seven competencies in the pre-employment area:

- Know of and be able to use private and public sources of employment information.
- Evaluate your interests, abilities, goals, and values, and relate them to career requirements.
- Understand how to complete job application forms, prepare a resume, and write a letter of application.
- Understand effective employment interview behavior.
- Understand the interpersonal skills needed to interact effectively on the job.
- Evaluate your job performance.
- Understand the meaning of "equal opportunity" in relation to hiring practices and your rights as a worker.

CAPs are also available for 38 survival skills (again based on the APL model). For each competency, LA provides a learner's manual, which can be used for individual instruction. STUDENTS MUST HAVE AN 8TH GRADE READIING LEVEL TO HANDLE THE MATERIALS. An instructor's folder incudes activities which should be done with a teacher and mastery tests for each learning objective.

Advantages: The CAPs materials are homemade, but well-written. They use an easy-to-follow commonsense approach. They should work well with the better reader who is self-motivated. Again, the tests are challenging -- which is necessary if students are really going to be job-ready.

The materials are available for the costs of duplication from the Employment and Training Institute at the University of Wisconsin-Milwaukee. They can be reproduced as long as credit is given to the Los Angeles Unified School District.

Job Corps World of Work Program

The Employment and Training Administration of the U.S. Department of Labor contracted with TEAM Associates to prepare a competency-based program for Job Corps participants. The World of Work Program was designed to provide training in the skills, behaviors, and attitudes necessary to find and keep a job and to survive as responsible working adults.

Six competencies are identified for the Job Corps World of Work:

- Identify sources of information on job opportunities and use the information to locate job openings.
- Identify the advantages and disadvantages of each of these sources.
- Interpret the special vocabulary and abbreviations used in classified ads.
- Fill out job application forms and demonstrate interview skills.
- Identify the attitudes and behaviors that make a good employe.
- Explain the legal and financial aspects of employment (deductions, taxes, minimum wage, etc.).

Six additional competencies are delineated to improve employability (e.g., telling time, making change) and plan and manage a family economy.

The program is self-instructional, self-paced and individualized. It recommends commercially available audio-visual materials and student textbooks and workbooks. Competency tests are provided for each area.

Job Corps materials are available free from the Office of Job Corps. Ask for the Instructor's Manual (JCH 321-Vol. I) and Test Materials (JCH 321-Vol. II), U.S. Department of Labor, Employment and Training Administration, 601 D Street N.W., Washington, D.C. 20213.

Comprehensive Competencies Program of the Remediation and Training Institute

The Remediation and Training Institute developed a competency-based instructional program based on the Job Corps model.

Four competencies are identified in the occupational knowledge area:

- Career choices: Define basic occupational options, the primary characteristics of jobs in those occupations, and the requirements for career entry and advancement. Relate aptitudes and interests to career choices. Describe the role of vocational tests and counseling.

- Job Search: Name the different resources available for assistance in finding jobs. List the advantages and disadvantages of each. Read and interpret employment advertisements.

- Job Getting: Describe how to apply for a job, complete job application forms and construct a resume. Demonstrate interviewing skills.

- Job Holding: Define the legal and financial aspects of employment. Explain behaviors and attitudes appropriate for job holding and advancement.

The Comprehensive Competencies Program also provides curriculum for APL competencies in consumer economics, government and law, health and community resources. Tests developed by the University of Texas are used as a final measure of competence in these areas.

The program provides curriculum guides, lesson plans, competency tests, instructional materials and computer software (but not hardware) for instruction, record keeping and test scoring. The program is designed to be used for students on three reading levels.

The system is sold only as part of a package. The cost -- $10,000. Contact the Remediation and Training Institute, 206 King Street, Alexandria, VA 22314, (703) 836-7030.

The Task Force recommends the following steps for implementing a pre-employment competency system.

STEP #1: Choose the required competencies for the pre-employment area.

Look at the four recommended competency systems. If you like one system, go with it. Select the competencies you think are important. Discard the less important ones. Decide if all youth will be required to meet these competencies for a positive termination.

STEP #2: Determine standards and tests.

Mastery in each competency should be measured by an objective test with a set standard. The Youth Employment Competencies Program, for example, requires a score of 80% correct on a 20-question multiple choice test. Where appropriate, a performance checklist or test should also be required (e.g. filling out a job application, taking a job interview).

Each of the four systems recommended have pre-set levels of competence measured by objective tests. If you have staff who are genuinely qualified, modify two or three questions, so that the tests provide a good standard and are relevant to your community. Or use them as is.

A word of caution: The achievement of competencies should be measured carefully and objectively. Using "teacher observation" to determine when students have mastered their competencies can be rigorous if the teacher really watches what each student is doing. Or it can be as meaningless as saying, "It looks like everyone can fill out a job application." or "We achieve competence by spending six hours in the classroom." This is not a valid measure of when youth are job-ready.

STEP #3: Develop curriculum and select teaching materials.

The four systems recommended here come with curriculum and lesson plans for individual and/or group work. Many publishers have good materials to teach the pre-employment competencies.

Developing curriculum requires an experienced educator who can write curriculum and who knows the world of work. We recommend that you modify an existing curriculum rather than start from scratch. We also suggest you use local materials whenever possible (application forms from local industries, local and regional newspapers, etc.).

STEP #4: Establish assessment procedures.

Pre-testing can be expensive and time consuming. We suggest that you give a reading test like the WRAT (Wide Range Achievement Test published by Jastak Associates, 1526 Gilpin Avenue, Wilmington, Delaware 19806. (302) 352-4990) This test will provide the instructor with an assessment of the approximate reading level of each student so that s/he can gear instructional materials and help accordingly.

Work Maturity Skills

Under JTPA, Private Industry Councils are asked to specify the work maturity skills they believe are important and to adopt specific standards (benchmarks) to measure when they are demonstrated. While some of the pre-employment skills require knowledge of acceptable on-the-job behavior, work maturity skills should be demonstrated.

The Task Force recommends the following steps for implementing a work maturity competency system.

STEP #1: Choose the work maturity competencies.

The Appendix includes an example of a work maturity competency checklist used by the South Florida Employment and Training Consortium. The checklist requires work maturity competence in nine areas: attendance, punctuality, grooming/hygiene, following directions, quality of work, work quantity, dependability, working relationships, and personal behavior.

If you want to shop around for other work maturity checklists, you might call the Rock Island Tri-County Consortium, 1504 Third Avenue, Rock Island, IL 61201, (309) 792-1329, or the Fulton County Employment and Training, Southern Alleghenies Commission, Southern Alleghenies Plaza, Suite 100, 1506 Eleventh Avenue, Altoona, PA 16601.

STEP #2: Determine tests and standards.

Work maturity skills are measured by a performance checklist completed by the youth's supervisor on the job. The PIC should adopt a measurable standard for each skill which can be understood by the youth and the supervisor. The South Florida Consortium, for example, requires that for "attendance" a youth not have more than three unexcused absences from work over a six-week period. Excused absences are defined.

STEP #3: Determine who will be required to complete these competencies.

The PIC should set standards for which the SDA will certify competence in work maturity. Consideration should be given to the time needed for a youth to demonstrate adequate work maturity skills. The Michigan Department of Labor, for example, recommends that a summer work program of 30 hours per week for at least eight weeks may be adequate. An equivalent period of part time work of at least 240 hours in total would also suffice.

Basic Education Skills

Basic education skills are the essential reading, writing, math, speaking and listening competencies needed to secure and maintain employment. PICs which choose to teach basic skills should request the help of local education agencies in developing and measuring these competencies.

Two competency-based approaches can be used by PICs who wish to include basic skills in their competency systems:

- Adopt a list of minimum basic education skills necessary for all occupations.
- Identify and teach basic education skills needed for a specific occupation.

STEPS FOR IMPLEMENTING APPROACH #1: Selecting minimum basic skills necessary for all occupations.

STEP #1: Select and/or adopt the appropriate reading, writing and math competencies.

The basic skills listed on the next page consist of 12 reading, 9 writing and 30 math competencies. They are considered to be the basic minimum skills necessary for students entering the world of work. The PIC may adopt the entire list or select those competencies they believe are essential and attainable for their youth.

STEP #2: Determine standards and tests.

The Youth Employment Competencies Program has developed two 20-question multiple choice tests for each competency. Students must answer 80% of the questions correctly to achieve the competency. Performance tests are also required for six of the writing competencies. PICs may adopt these tests or modify them so that test examples are based on local community materials.

STEP #3: Develop a curriculum and select teaching resources.

The Maryland State Department of Education has published instructional guides which suggest student and classroom activities, vocabulary terms, and suggested classroom evaluation techniques for each learning objective identified above. These instructional guides are available from the Maryland Department of Education for $4 each. Contact the State Media Services Center, 200 West Baltimore Street, Baltimore, MD 21201, (301) 659-2102.

Several publishers have excellent student textbooks, workbooks and audio-visual materials for competency-based instruction in reading, writing, and math, including Educational Design, Inc., Scholastic, Inc., New Readers Press, and Laidlaw Brothers. Publishers frequently used in Wisconsin include Cambridge, Steck-Vaughn, and Scott Foresman. We recommend that experienced educators develop any new curriculum in the basic skills area.

The Youth Competencies Task Force has recommended the following list of twelve reading, nine writing and thirty math competencies from which PICs can choose those they feel are important for their participants.

READING

Interpret Signs and Labels
Follow Directions in Sequential Order
Use a Road and Street Map
Use a Dictionary
Use a Library
Gain Information from Newspapers and Magazines
Use the Phone Book as an Information Source
Read and Write Day, Months and Time of Day
Use a Textbook and Reference Materials
Read Consumer Information
Interpret Information for the World of Work
Interpret Forms

WRITING

Record Personal Information for Self and Others
Write Messages and Reports
Write Resume and Personal Information Sheet
Write Letter
Complete Forms
Write Sentences
Write Paragraphs
Write Compositions
Identify Study Skills and Test Taking Skills

MATH

Identify Whole Numbers
Add Whole Numbers
Subtract Whole Numbers
Multiply Whole Numbers
Divide Whole Numbers
Solve Word Problems Using Whole Numbers
Identify Fractions and Equivalent Fractions
Add Fractions
Subtract Fractions
Multiply Fractions
Divide Fractions
Solve Word Problems Involving Fractions
Identify Amounts of Money
Identify Decimals
Add Decimals
Subtract Decimals
Multiply Decimals
Divide Decimals
Convert Decimals to Fractions
Solve Word Problems Involving Decimals
Compare Fractions, Decimals, Percent
Calculate Percent of a Number
Calculate the Rate
Calculate the Principal
Solve Word Problems with Percents
Read Graduated Scales
Solve Problems Using Linear Measurement
Use Electronic Calculator
Solve Problems Using Area
Solve Problems Using Volume

STEPS FOR IMPLEMENTING APPROACH #2: Identifying basic skills needed for a specific occupation.

Much has been written about identifying specific reading, writing, math, speaking and listening skills needed for specific entry level jobs. Two efforts in this area are sufficiently advanced to be useful to SDAs who wish to explore this approach.

1. Capital Area Career Center Modules

   The Capital Area Career Center (CACC) has developed a matrix that identifies which of 174 math skills (from addition of whole numbers to basic algebra and geometry) are required for entry level jobs in 34 occupations. Modules (individualized student learning packets with competency tests) are available for each math skill. Comparable materials are not available for reading and writing. Contact the CACC Dissemination Project, Ingham Intermediate School District, 611 Hagadorn Road, Mason, MI 48854, (517) 676-1050.

2. U.S. Department of Labor

   The U.S. Department of Labor developed a system to identify the basic skills required for every occupation listed in the Dictionary of Occupational Titles. While the system is old (1971), and updated only in 1977, it remains an accurate measure, according to Michigan who is currently using it. Contact Weldon Burden, Michigan Department of Labor, Box 30015, Lansing, MI 48909, (517) 322-1788.

Several publications provide useful background on identifying job-related basic skills (although they will leave you a long way from development of a curriculum and competency tests).

- Teaching Basic Skills Through Vocational Education: Literature Search. by Cheng C. Liu, Cornell Institute for Occupational Education, Ithaca, New York, April, 1980.

- Linking Basic Skills to Occupational Task and Vocational Training, 1982. Salt Lake Skills Center, Utah Technical College, 431 South 600 East, Salt Lake City, UT 84102, (801) 531-9310. Documents are prepared for entry-level clerk-typist and entry-level welder.

- Basic Skills in the U.S. Work Force: The Contrasting Perceptions of Business, Labor, and Public Education, 1982. Center for Public Resources, 680 Fifth Avenue, New York, NY 10019, (212) 541-9830.

NOTE: A number of PICs are using approaches in teaching basic skills that are not competency based. Common goals are raising a student's reading level by two grades or requiring one grade level increase for every 90 hours of instruction. While youth may benefit from any instruction in basic skills, these approaches do not identify or target specific basic skills that are required by employers for hiring or job retention.

Many PICs substitute passage of the GED high school equivalency exam for instruction in basic skills. The GED or high school diploma may be a necessary pre-requisite for successful entry into the labor force, but it is not a measure of competence or readiness for work. Students who pass the GED with the lowest scores possible will be performing at reading and math levels that are too low for many jobs.

If you decide to use Approach #2, the occupations you select should primarily be drawn from those available in your area. Studies have indicated that of those who do not continue their education beyond high school, 90% live and work within twenty miles of their point of origin when measured five years after leaving high school. You may want to concentrate on only the major occupations in your area in order to avoid this becoming an overwhelming task.

Job Specific Skills

Job specific skills are the knowledge and skills normally required to carry out entry-level tasks of a specific occupation or cluster of occupations.

Surveys of employers have found that many businesses and industries want entry-level workers who are literate and trainable, preferring to do most of the skill training themselves. Other employers who consider specific technical skills essential to entry and success in jobs frequently require one or more years of specific vocational preparation.

On-the-Job Training

One simple and effective method of providing job-specific skill training on the job is being operated at the Midland Park School, a juvenile corrections facility in Iowa. The job coordinator at the Midland Park School sets up vocational programs with local businesses and industries in vocational education areas not available at the corrections school. The job coordinator and local business proprietor or manager set up individual competency-based curriculum outlines for each offgrounds training site. The work supervisor notes the date the student completed the competency for each skill. The supervisor determines if the student can perform the task with or without assistance and if the level at which the student performs the task is or is not acceptable in competitive employment. When a student successfully completes the training program, the student is awarded a competency certificate for the particular training area and a letter of recommendation.

This format encourages accountability. Instructors can use the format to trace their progress in providing training. Coordinators can use the format for evaluating progress and justifying extended training or changing the student's training field. This format is useful for on-the-job placements even when not required by the PIC for a positive termination. For more information, contact Sherry Caldwell, Job Coordinator, Midland Park School, Eldora, IA 50627, (515) 858-5402.

Classroom Training Programs.

Successful job specific competency programs implemented by technical schools usually take at least two years to develop and involve full-time staff working with employer advisory councils. Actual classroom instruction requires an outlay of equipment and, of course, teachers experienced in the occupational field and trained to provide competency-based instruction. Most PICs will appropriately view such efforts as beyond their abilities or resources.

Among the best competency-based technical school programs, worth a visit if you are considering pursuing this area, are:

- 916 Vo-Tech Institute, 3300 Century Avenue North, White Bear Lake, MN 55110, (612) 770-2351.
- Fox Valley Technical Institute, P.O. Box 2277, Appleton, WI 54911
- Waukesha County Technical Institute, 800 Main St., Pewaukee, WI
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032, (815) 235-8025.

An excellent quarterly publication, Open Entries, provides information and an exchange of competency-based learning materials, including new guides, packets, audiovisual materials and computer-based resources available around the country. It is available for $5.00 a year from the Center for Studies in Vocational Education, Florida State University, Stone Building, Tallahassee, FL 32306, (904) 644-2440.

Where job specific skill training is desired and affordable, we suggest that it be done in conjunction with technical schools which have already developed curriculum and competency measures that have been validated by employer groups.

✱ Adopting vs. Adapting

Many sources make reference to PIC's adopting or adapting competency programs. You may choose to develop your own system and adopt it. You may choose a "packaged" system and adopt it in its entirety. Or you may select a package system and adapt it by changing it to suit your local situation.

We suggest you consider the following items when reviewing materials and deciding whether to adopt them or adapt them.

- The reading level of your participants: Materials are written on various reading levels. Be careful not to select written materials which will be too difficult for your participants to understand. Most package systems identify the reading level of their material. Local school staff may be able to help determine the general reading level of your particiants if you are unsure what it is. If the material is unsuitable it should either be revised (adapted) or rejected.

- The characteristics of your participants: Any written material must be compatible with youths' cultural, socioeconomic and ethnic backgrounds to be effective. Some materials may not be suitable for handicapped youth.

- The purpose of your competency system and the competencies you have selected: All materials should be directly related to the competencies you have selected and the skills your youth need to learn. Don't clutter your program with unnecessary material. For example, some material may test for knowledge of occupations which are not available in your area. Discard what is not relevant or re-write it so that it is.

- The experience and expertise of your staff in using the materials: Material which is difficult for staff to use and interpret will limit the success of your system. If extensive staff time and training is required, consider using different material or adapt it so it is more usable.

- The goals and objectives of your program: All material should be consistent with the goals and objectives identified in your job training plan. For example, if you have an objective to promote non-traditional training and your material presents sex stereotyped careers, you are defeating your own purpose. Adapt it or use something else.

- Flexibility of the material: It should be flexible enough to account for the different skill levels and progress rates of your youth. If it is too rigid, adapt it or do not use it.

VI. CONCLUSION: THE JOB IS NOT OVER WHEN IT'S DONE!

Now that you are ready to plan your competency-based youth programs, let us cheer you with one final thought. For a competency-based program to be effective, it must be continually monitored, modified, refined and revised. Your sigh of relief over the finished job must be short-lived! Your system should be regularly reviewed and revised based on the changing needs and characteristics of your youth participants and the changing needs and characteristics of your labor market area. This need not be an unmanageable task, but should not be neglected, particularly for the first few years. Periodic meetings with all service provider staff who are involved will provide useful feedback as will feedback from youth participants in the program. And don't forget to check with your employers with whom participants are eventually placed with competency credentials, to verify the relevancy of the competencies they have learned.

This is a relatively new approach in employment and training programs. It is the first time this approach has been implemented on such a wide scale. No doubt a lot of research and material will be generated which will offer new information on effective methods and materials. The system you develop this year may not be ideal. But continued commitment and effort given to the concepts of competency-based programming will make it worthwhile in the years to come. It's worth a try if it will improve the economic future of our young people.

* * * * * *

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APPENDIX

A. SAMPLE COMPETENCY STATEMENTS

Benchmarking for Vocational Exploration

(Sample from Vocational Exploration Demonstration Project)

COMPETENCY AREA	COMPETENCY INDICATOR	BENCHMARKS	MEASUREMENT
Pre-employment	Interviewing Skills	• Was well-groomed • Was well-dressed • Began interview with friendly greeting • Asked open-ended questions • Asked unbiased questions • Asked appropriate and relevant questions about duties and responsibilities • Listened attentively to responses • Maintained good eye contact	After receiving X hours of instruction in employment interviewing techniques, the participant will go through a mock interview.
Pre-employment	Ability to obtain information about selected occupations	• Identified a specific career field, based on results of a job-related interest inventory • Identified three occupations located in the above field • Identified the responsibilities and duties of the three occupations • Completed a self-assessment of employment-related personal strengths and weaknesses • Developed a list of questions to ask an employer • Obtained from one employer a description of the training experience, responsibilities and duties of one of the occupations	After receiving X hours of instruction in job search techniques, participant will demonstrate job search skills by researching employment potential in three occupations and completing all of the tasks assigned by the instructor.
Pre-employment	Ability to complete a job application	• Information has been placed on correct lines • All information items have been completed • All words are spelled correctly • Application is filled out neatly	After receiving X hours of instruction in completing a job application, participant will complete a written application form with 100% accuracy.
Work maturity	Attendance	• Has been in attendance 100% of the time • Has been on time 100% of the days	After receiving written instruction regarding attendance on the job, participant performance will be evaluated by worksite supervisor.
Work maturity	Work-relevant behavior	• Has completed assigned tasks on a timely basis • Has responded to assigned tasks in a proper manner • Has accurately completed assigned tasks • Has avoided inappropriate behavior as defined by policies • Has maintained appropriate interactions in interpersonal situations	After receiving written instruction regarding appropriate behavior on the job participant performance will be evaluated by worksite supervisor.

*Adapted from David C. Couglin, "Approach for Developing Performance Standards for Youth Programs," A. L. Nellum, 1981.

Competency Areas, Competency Indicators, Benchmarks and Measures
(Sample from CYEP Demonstration Site)

COMPETENCY AREA	COMPETENCY INDICATOR	BENCHMARKS	MEASUREMENT
Pre-employment	Knowledge of work-oriented abilities, interests, values and characteristics	Complete and accurate self-assessment ranking (from most to least) those characteristics that are occupationally relevant	Assessment tests, diagnostic tests; exercises
Work maturity	Ability to carry out instructions	Participant will carry out instructions in an expeditious manner	Supervisor's monthly report
Educational skills	Ability to write business letter in standard grammatical English	Participant will be able to demonstrate the ability to: determine singular and plural nouns; identify double negatives; correctly use synonyms and antonyms; correctly form and use possessives of both nouns and pronouns	Weekly written tests
Occupational skills (TV Installer)	Perform mathematical computations necessary to install cable TV	Student will answer with 70% accuracy, a test which includes mathematical computations performed as a cable TV installation technician	Written test

Adapted from Progress Toward Integrating Services for Youth, Technical Assistance and Training Corporation, Sixth Quarterly Report

Applying the Benchmarking Frame
(Sample from V-TECS)*

OCCUPATION: WORD PROCESSING/CORRESPONDENCE SPECIALIST

DUTY (Competency Area): Performing Clerical Activities

TASK (Competency Indicator): Establish Alphabetical Filing System

Performance Objective (Benchmark)

Given materials classified as to subject/name, manila folders, labels, A-Z file guides, a typewriter and a file drawer; establish an alphabetical filing system. The subject/name will be placed on each label and the folders will be placed in the drawer behind the appropriate file guard.

Performance Guide

1. Assemble items to be filed
2. Review documents
3. Label manila folders as to subject name
4. Insert A-Z file guides in file drawer
5. File folders alphabetically

*V-TECS Catalog of Tasks Performance Objectives, Performance Guides, Tools and Equipment.

B. SAMPLE EMPLOYER SURVEY

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Rock Island County, Illinois

APPENDIX A

COMPETENCY SURVEY

I. Job Keeping Skills

The following is a list of job-related characteristics/abilities. Please circle the appropriate letter as to whether you believe each ability is:

a) absolutely necessary of an entry-level employee in order to succeed.

b) desirable of an entry-level employee, but not necessary in order to succeed.

c) unnecessary of an entry-level employee in order to succeed.

1.	Ability to read	a	b	c
2.	Ability to write legibly	a	b	c
3.	Ability to add numbers	a	b	c
4.	Ability to subtract numbers	a	b	c
5.	Ability to get along with others	a	b	c
6.	Ability to deal with pressures to get the job done	a	b	c
7.	Ability to follow rules and policies	a	b	c
8.	Willingness to do parts of the job one may not want to do	a	b	c
9.	Possesses good work attitude	a	b	c
10.	Follows job safety and health rules	a	b	c
11.	Holds a job that matches one's interest and abilities	a	b	c
12.	Works without supervision, if necessary	a	b	c
13.	Ability to deal with unexpected things that occur.	a	b	c
14.	Knows what kind of work one wants to do	a	b	c
15.	Dresses properly	a	b	c
16.	Lists job interests, skills, and experience for an employer	a	b	c
17.	Knows where to look for information about jobs one has or would like to have	a	b	c
18.	Ability to tell others what one is doing or what one wishes done	a	b	c

19.	Understands what is expected when starting a new job	a	b	c
20.	Manages one's work time and activities	a	b	c
21.	Demonstrates initiative	a	b	c
22.	Follows written instructions	a	b	c
23.	Follows oral instructions	a	b	c
24.	Ability to implement the most efficient method of doing a job	a	b	c
25.	Knows when one's own work is being done well	a	b	c
26.	Willingness to use new approaches to work when given the chance	a	b	c
27.	Willingness to take chances that may result in rewards	a	b	c
28.	Possesses problem-solving skills	a	b	c
29.	Accepts guidance and criticism from supervisor	a	b	c
30.	Expresses interest and enthusiasm	a	b	c
31.	Works well as a "team" member	a	b	c
32.	Asks questions	a	b	c

II. Please identify any job-related abilities/characteristics not mentioned above which you feel are absolutely necessary for an entry-level employee to succeed.

____

____

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____

II. Job Seeking Skills

Please rate the following job-seeking abilities as:

a) absolutely necessary to obtain employment.

b) desirable, but not necessary.

c) not necessary to obtain employment.

1.	Provides employer with a typed resume	a	b	c
2.	Ability to call companies to discuss the possibility of openings	a	b	c

3.	Ability to complete an application form	a	b	c
4.	Knows where to look for a job	a	b	c
5.	Asks employer questions during interview	a	b	c
6.	Writes a thank-you letter after interview	a	b	c
7.	Knows about the company before interview	a	b	c
8.	Provides employer with written recommendation	a	b	c
9.	Dresses appropriately	a	b	c
10.	Possesses self-confidence	a	b	c

IV. Please identify any job-seeking abilities not mentioned above which you feel are absolutely necessary to obtain employment.

____

____

____

____

V. How often can an employee be late before he/she would be "in trouble":

a) once a month

b) twice a month

c) once every two months

d) ______________________________
(Other to be supplied by you)

VI. How often can an employee be absent before he/she would be "in trouble":

a) once a month

b) twice a month

c) once every two months

d) ______________________________
(Other to be supplied by you)

VII. Any comments regarding skills/abilities we must teach youth in order for them to be successful in the "world of work"?

____

COMPETENCY SURVEY RESULTS

A total of eight (8) completed competency surveys were received from PIC members. Following are the results:

I. Job Keeping Skills - This category involved the rating of skills in order to identify minimum standards expected of an entry-level employee.

		Absolutely Necessary	Desirable	Not Necessary
1.	Ability to read	75%	25%	0
2.	Ability to write legibly	50%	50%	0
3.	Ability to add numbers	63%	37%	0
4	Ability to subtract numbers	63%	37%	0
5.	Ability to get along with others	100%	0	0
6.	Ability to deal with pressures to get the job done	37%	63%	0
7.	Ability to follow rules and policies	100	0	0
8.	Willingness to do parts of the job one may not want to do	88%	12%	0
9	Possesses good work attitude	100%	0	0
10.	Follows job safety and health ~~rules~~	100%	0	0
11.	Holds a job that matches one's interest and abilities	12%	76%	12%
12.	Works without supervision, if necessary	12%	88%	0
13.	Ability to deal with unexpected things that occur	0%	75%	25%
14.	Knows what kind of work one wants to do	0%	75%	25%
15.	Dresses properly	37%	63%	0
16.	Lists job interests, skills, and experience for an employer	12%	88%	0
17.	Knows where to look for information about jobs one has or would like to have	12%	50%	38%
18.	Ability to tell others what one is doing or what one wishes done	25%	63%	12%

19.	Understands what is expected when starting a new job	88%	12%	0
20.	Manages one's work time and activities	38%	62%	0
21.	Demonstrates initiative	25%	75%	0
22.	Follows written instructions	75%	25%	0
23.	Follows oral instructions	88%	12%	0
24.	Ability to implement the most efficient method of doing a job	0	75%	25%
25.	Knows when one's own work is being done well	25%	75%	0
26.	Willingness to use new approaches to work when given the chance	25%	63%	12%
27.	Willingness to take chances that may result in rewards	12%	50%	38%
28.	Possesses problem-solving skills	0	75%	25%
29.	Accepts guidance and criticism from supervisor	100%	0	0
30.	Expresses interest and enthusiasm	50%	50%	0
31.	Work well as a "team" member	63%	37%	0
32.	Asks questions	63%	37%	0

Two persons added the following as necessary for a successful entry-level employee:

Self-Starter
Takes responsibility for quality.
Reports unusual conditions.
Possesses a realistic understanding of physical requirements of a job.

II. Job-seeking - this category involved the rating of abilities in order to identify the minimum behavior which would result in being hired by an employer.

1.	Provides employer with a typed resume	0	88%	12%
2.	Ability to call companies to discuss the possibility of openings	37%	63%	0
3.	Ability to complete an application form	88%	12%	0
4.	Knows where to look for a job	63%	37%	0
5.	Asks employer questions during interview	75%	25%	0%

6. Writes a thank-you letter after interview	12%	76%	12%
7. Knows about the company before interview	25%	75%	0
8. Provides employer with written recommendation	25%	63%	12%
9. Dresses appropriately	75%	25%	0
10. Possesses self-confidence	50%	50%	0

Twenty-five percent of the respondants added the following as necessary to be hired.

Being on time (for interview). Check back and follow-up.

III. Timeliness - this category required identification of how often an employee can be late before he/she would be "in trouble".

Once a month:	12.5%
Twice a month:	25%
Once every two months:	25%
Other:	12.5% if a pattern develops, this would be excessive
	12.5% depends on company policy
	12.5% no answer

IV. Attendance - this category required the identification of how often an employee can be absent before he/she would be "in trouble".

Once a month:	0
Twice a month:	37%
Once every two months:	25%
Other:	25% depends on reason of absenteeism
	13% depends on company policy
An additional comment was:	5% or plant average

V. At the end of the survey, we asked for any additional comments of skill/abilities we must teach youth in order for them to be successful in the world of work. Three responded to this:

-handle personal finances
-to do assignment well/to understand what it is they are to do
-how to dress/basic math/ability to read and comprehend/ability to spell/ ability to file/grammer

C. SAMPLE PRE-EMPLOYMENT/WORK MATURITY SKILLS COMPETENCY SYSTEM

SDA NAME

WORK MATURITY (WORK EXPERIENCE) BENCHMARKS

SUPERVISOR/EVALUATOR CHECKLIST FOR ASSESSING BENCHMARK ATTAINMENT

SUBGRANTEE ______________________ PROJECT ______________________

WORKSITE ______________________ TIME PERIOD ______________________

PARTICIPANT ______________________ SUPERVISOR ______________________

- RATING OF WORK MATURITY SKILLS (circle rating—each factor):

	Poor		Average		Excellent
1. Attendance	1	2	3	4	5
2. Punctuality	1	2	3	4	5
3. Grooming/Hygiene • participant dresses appropriately for the job (no shorts, halters, etc.), • hair groomed neatly and appropriately, • beard/moustache trimmed neatly, if applicable, • demonstrates good hygiene	1	2	3	4	5
4. Following Directions • participant exhibits a positive attitude, • instructions followed correctly, • asks questions, if necessary, • task completed within specified timeframe	1	2	3	4	5
5. Quality of Work • completed work neat and accurate, • errors were corrected, • instructions followed	1	2	3	4	5
6. Work Quantity • all assigned work completed, • quantity of work completed in accordance with the instructions given	1	2	3	4	5
7. Dependability • instructions followed, • work completed in timely and efficient manner, • initiative demonstrated in completing a task, • if minimal instructions were given, participant used good judgment in completing the task, • work assignments completed without constant supervision	1	2	3	4	5
8. Working Relationships • gives help to co-worker, if requested, • readily asks for help from co-workers, • shows a positive attitude when working with co-workers	1	2	3	4	5
9. Personal Behavior • cooperative, • friendly, • readily accepts work, • willing to listen to new ideas	1	2	3	4	5

COMPLETE THIS SECTION FOR FINAL EVALUATION ONLY. APPLIES TO FINAL SIX WEEKS.

- ATTENDANCE
  - a. Circle the number of days participant was absent from work during the final six weeks of the program (do count sick days, but don't count holidays or worksite shutdowns). 0 1 2 3 4 or more
  - b. Were any of the absences unexcused? (circle one) YES NO
- PUNCTUALITY
  - a. Was youth more than five minutes tardy for work during any five-day work week during the final six weeks of the program? (circle one) YES NO

ACTION TAKEN FOR RATINGS OF 1 OR 2 ______________________

____

COMMENTS: ______________________

____

SUPERVISOR'S SIGNATURE: ____________ ____________ DATE: ____________

PARTICIPANT'S SIGNATURE: ______________________

COUNSELOR'S SIGNATURE: ______________________

WORK MATURITY
(WORK EXPERIENCE)
BENCHMARKS

Benchmark Number	Element	Benchmark
1.	Attendance	Given an eight week work period, the participant will have no more than three excused absences during the final six weeks, unless extenuating circumstances were present and are documented.
2.	Punctuality	Given an eight week work period, the participant will not exceed a total of five minutes late in each five day work period for the last six week period. In addition, the participant will demonstrate the procedures for notifying supervisors if they are going to be late.
3.	Grooming/Hygiene	Given an eight week work period, the participant will demonstrate good grooming and hygiene and the ability to dress according to the job to be performed, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
4.	Following Directions	Given oral instructions for a work assignment, the participant will complete the assignment as instructed and within the timeframe specified if a time limit was given, to the supervisor's satisfaction.
5.	Quality of Work	Given work assignments, the participant will accurately complete the assignments to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
6.	Work Quantity	Given work assignments and instructions, the participant will complete all tasks in accord with the instructions provided, as documented in final evaluation form completed by the supervisor.
7.	Dependability	Given work assignments, the participant will demonstrate that he/she can follow directions, complete work on time, as specified, without close supervision, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
8.	Working Relationships	Given work assignments which require giving or receiving assistance, the participant will demonstrate ability to work with co-workers, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
9.	Personal Behavior	Given an eight week work period, the participant will demonstrate acceptable behavior, to the supervisor's satisfaction, as documented in a final checklist completed by the supervisor.

Objective information for attendance and punctuality is collected. In addition, a youth must be rated "3" or better for all nine categories on the accompanying form to be certified as competent.

SAMPLE Work Maturity Skills Checklist from South Florida

SAMPLE PRE-EMPLOYMENT AND WORK MATURITY SKILLS COMPETENCY SYSTEM

Competencies	Competency Indicators	Benchmarks	Assessment
The participant:	The participant:	The participant:	
1. Has accurate knowledge of his or her own values, interests, aptitudes, strengths and weaknesses	1. Will be able to describe in verbal and/or written form his/her own values, interests, aptitudes, strengths and weaknesses	1. a. Can identify three (3) work values that are important to him/her in deciding whether or not to accept a job. (example: The job I want would allow me to work outdoors, would involve a lot of physical activity, and would allow me to work alone most of the time)	1. a. Written and/or verbal questions
		b. Can list ten (10) activities he/she enjoys doing	b. Written and/or verbal questions
		c. Can list five (5) skills he/she has demonstrated	c. Written and/or verbal questions
		d. Can identify his/her strongest personal characteristic	d. Written and/or verbal questions
		e. Can identify at least two (2) areas he/she may need to improve in	e. Written and/or verbal questions
2. Identifies realistic career goals based on knowledge of careers and comparison of his/her own values, interests and aptitudes	2. Will identify and describe three (3) career objectives and explain how his/her values, interests, and aptitudes demonstrate potential for the career objectives	2. a. Can list three (3) careers of interest	a. Written and/or verbal questions, including GATB and interest surveys
		b. Can describe major duties in the careers of interest	b. Written and/or verbal questions, including GATB and interest surveys
		c. Can describe entry requirements for careers of interest	c. Written and/or verbal questions, including GATB and interest surveys
		d. Can relate past work experience, education, test scores, and/or interests to career areas	d. Written and/or verbal questions, including GATB and interest surveys
3. Shows responsibility and dependability in attendance, punctuality and carrying out assigned tasks	3. Will be in attendance, on time for appointments, classes and/or work with completed assignments and/or other required information	3. a. Attends all apointments on time	3. a. Observation of behavior
		b. Brings all requested information to appointments	b. Observation of behavior

SAMPLE Pre-employment and Work Maturity Skills Competency System

Competencies	Competency Indicators	Benchmarks	Assessment
		3. c.Does not miss more than one (1) out of 30 scheduled days of class and/or work	3. c.Observation of behavior
		d.Is ready to start class and/or work on time at the start of the day,after breaks and after lunch at least 95% of the time	d.Observation of behavior
		e.Does not leave early more than one (1) time out of 30 scheduled days of class and/or work	e.Observation of behavior
		f.Turns in all assigned work on time	e.Observation of behavior
		g.Appears rested and alert	g.Observation of behavior
		h.Knows and follows program rules and regulations	h.Observation of behavior
4. Accepts guidance, criticism and assignments from instructor or supervisor	4. Will be open and willing to try new activities and methods, as opposed to being defensive and unwilling to hear suggestions	4. a.Accepts criticism without making excuses, blaming other, or showing hurt or anger	4. a.Observation of behavior
		b.Trys suggestion/activities without complaining	b.Observation of behavior
		c.Uses information from others to make changes	c.Observation of behavior
		d.Redoes unacceptable work without a negative reaction when asked to do so by an instructor and/or supervisor	d.Observation of behavior
5. Shows willingness to work and develop more advanced skills	5. Will complete tasks as thoroughly and accurately as possible and will look for other tasks when his/her's are completed	5. a.Actively participated in program activities	5. a.Observation of behavior
		b.Ready to work at all times	b.Observation of behavior
		c.Able to work on assigned tasks in a group situation for at least 15 min- without being distracted	c.Observation of behavior
		d.Works on assigned tasks until completion without stopping except for appropriate reasons	d.Observation of behavior

Competencies	Competency Indicators	Benchmarks	Assessment
		5. e.Able to identify work that is not done and then complete the task as expected	5. e.Observation of behavior
		f.Requests more work/information when his/her assigned tasks are completed	f.Observation of behavior
		g.Completes work in such a manner that it does not have to be given back to be done over	g.Observation of behavior
6. Plans and organizes her/his job responsibilities	6. Will complete tasks in a timely manner, using his/her time wisely and fully	6. a.Makes a schedule of tasks and the order in which they are to be done when working on assigned lesson/job	6. a.Product review
		b.Asks questions prior to starting tasks so task is completed properly the first time	b.Observation of behavior and product review
		c.Completes assignments on time	c.Observation of behavior and product review
7. Maintains constructive and proper relationships with others	7. Will demonstrate ability to get along with and cooperate with teachers, supervisors and co-workers or fellow students	7. a.Recognizes behaviors of others that he/she dislikes and can name three(3)	7. a.Verbal and/or written questions
		b.Recognizes his/her own behavior that others might dislike and can name two(2)	b.Verbal and/or written questions
		c.Accepts authority	c.Observation of behavior
		d.Shows courtesy to others	d.Observation of behavior
		e.Displays pleasantness and friendliness	e.Observation of behavior
		f.Attempts to involve others in discussions	f.Observation of behavior
		g.Accepts differences in others	g.Observation of behavior
		h.Displays optimism or positive attitude	h.Observation of behavior
		i.Uses tact	i.Observation of behavior
		j.Cooperates	j.Observation of behavior
		k.Dresses appropriately for situation	k.Observation of behavior
		l.Displays good personal hygiene	l.Observation of behavior

Competencies	Competency Indicators	Benchmarks	Assessment
8. Demonstrates the ability to communicate effectively	8. Will be able to listen, understand, and respond so that he/she is understood in written or verbal form	8. a.Demonstrates comprehension of simple verbal instructions by performing tasks described	8 a.Product review
		b.Follows simple written directions	b.Product review
		c.Asks questions when he/she doesn't understand	c.Observation of behavior
		d.Can read at a 9th grade level	d.Written and/or verbal questions
		e.Can name ten(10) Blocks to Communication	e.Written and/or verbal questions
		f.Does not interrupt others	f.Observation of behavior
		g.Maintains eye contact	g.Observation of behavior
		h.Displays understanding of Body Language	h.Written and/or verbal questions
		i.Expresses self without using slang, "street talk", or profanity	i. Observation of Behavior
		j.Uses proper grammar	j.Observation of behavior
		k.Clearly and concisely describes one work experience verbally	k.Written and/or verbal questions
		l.Clearly and concisely describes one work experience in writing	l. Product Review
		m.Can complete assignments without spelling errors	m.Product review
		n.Written work is neat and readable with no crossouts or writeovers	n.Product review
		o.Speaks in a voice that can be comfortably heard	o.Observation of behavior
9. Has job seeking skills	9. Will be able to complete an application, a resume, and a cover letter; have proper references; give an interview; and put together a job search strategy	9. a.Completes application in black or dark blue ink without crossouts or errors	a.Product review
		b.Completes application in legible printing and/or writing as directions require	b.Product review
		c.All questions on application are answered fully	c.Product review

Competencies	Competency Indicators	Benchmarks	Assessment
		9. d. Information is accurate on application	9. d. Product review
		e. All directions on application are followed	e. Product review
		f. Application contains no spelling or grammatical errors	f. Product review
		g. Has completed a fact sheet for use in completing application	g. Product review
		h. Can name three (3) main resume styles	h. Written and/or verbal questions
		i. Has completed at least one (1) resume	i. Product review
		j. Has completed at least one (1) cover letter	j. Product Review
		k. Can answer at least nine (9) of ten (10) questions correctly demonstrating knowledge of appropriate references	k. Written and/or verbal questions
		l. Has a list of at least three (3) personal references including names, addresses and phone numbers	l. Product review
		m. Has a list of at least two (2) professional references including names, addresses and phone numbers	m. Product review
		n. Has at least two (2) letters of reference	n. Product review
		o. Can introduce self and explain job applying for	o. Observation of behavior
		p. Dresses appropriately for job for which applying	p. Observation of behavior
		q. Avoids nervous mannerisms	q. Observation of behavior
		r. Shows interest and enthusiam	r. Observation of behavior
		s. Maintains eye contact and good posture	s. Observation of behavior
		t. Responses are audible and encourage a natural continuation of conversation	t. Observation of behavior
		u. Responds with information, specific and directly related to question asked	u. Observation of behavior

Competencies	Competency Indicators	Benchmarks	Assessment
		9. v. Communicates qualifications, abilities and experience	9. v. Observation of behavior
		w. Asks appropriate questions	w. Observation of behavior
		x. Exits interview in a friendly and appropriate manner	x. Observation of behavior
		y. Answers nine (9) of ten (10) questions on job lead resources correctly	y. Written and/or verbal questions
		z. Develops personal job search plan	z. Product review
		1. Makes minimum of three (3) contacts per day	1. Observation of behavior
		2. Makes follow-up contacts as scheduled	2. Observation of behavior
		3. Maintains record of contacts	3. Product review.

DATE SCHEDULED TO EXIT PROGRAM:
DATE ACTUALLY LEAVES PROGRAM:
JTPA STAFF:
INSTRUCTOR:

EMPLOYABILITY PROFILE RECORD

Participant Name:	Social Security Number:	Date Entered Program:	Original Assessment		1st Review Date:		2nd Review Date:		3rd Review Date:		End of Program	
ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES			YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
SELF AWARENESS												
1. NAMED THREE (3) WORK VALUES												
2. LISTED TEN (10) ACTIVITIES HE/SHE ENJOYS												
3. LISTED FIVE (5) SKILLS HE/SHE HAS DEMONSTRATED												
4. IDENTIFIED STRONGEST PERSONAL CHARACTERISTIC												
5. IDENTIFIED TWO (2) AREAS FOR IMPROVEMENT												
CAREER GOAL SETTING												
1. IDENTIFIED THREE (3) CAREERS OF INTEREST												
2. DESCRIBED MAJOR DUTIES IN CAREERS OF INTEREST												
3. DESCRIBED ENTRY REQUIREMENTS FOR CAREERS OF INTEREST												
4. RELATED SELF KNOWLEDGE TO CAREERS OF INTEREST												
WORK ATTITUDES AND HABITS												
1. KEPT APPOINTMENTS ON TIME												
2. BROUGHT REQUESTED INFORMATION TO APPOINTMENTS												
3. MET ESTABLISHED CLASS/WORK ATTENDANCE REQUIREMENTS												
A. Attended sessions												
B. Prompt												
C. Stayed to end of sessions												
4. TURNED IN ALL ASSIGNED WORK ON TIME												
5. APPEARED RESTED AND ALERT												
6. KNEW AND FOLLOWED RULES AND REGULATIONS												

EMPLOYABILITY PROFILE RECORD

	ORIGINAL ASSESSMENT		1st Review DATE:		2nd Review DATE:		3rd Review DATE:		End of Program	
ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
WORK ATTITUDES AND HABITS										
7. ACCEPTED CRITICISM										
8. TRIED SUGGESTIONS/ACTIVITIES WITHOUT COMPLAINT										
9. USED INFORMATION FROM OTHERS TO MAKE POSITIVE CHANGES										
10. REDID UNACCEPTABLE WORK WITHOUT NEGATIVE REACTIONS										
11. ACTIVELY PARTICIPATED IN PROGRAM ACTIVITIES										
12. WAS READY TO WORK AT ALL TIMES										
13. WORKED ON ASSIGNED TASKS WITHOUT BEING DISTRACTED										
14. WORKED ON TASKS TO COMPLETION WITHOUT STOPPING										
15. IDENTIFIED WORK THAT WAS NOT DONE										
16. REQUESTED MORE TASKS WHEN HIS/HERS WERE COMPLETED										
17. COMPLETED WORK IN ACCEPTABLE FORM										
18. MADE SCHEDULE OF TASKS TO BE DONE										
19. ASKED QUESTIONS TO LEAD TO UNDERSTANDING PRIOR TO STARTING TASKS										
20. COMPLETED TASKS ON TIME										
ABILITY TO GET ALONG WITH OTHERS										
1. RECOGNIZED UNACCEPTABLE BEHAVIORS IN OTHERS										
2. RECOGNIZED UNACCEPTABLE BEHAVIOR IN SELF										
3. ACCEPTED AUTHORITY										
4. SHOWED COURTESY TO OTHERS										
5. DISPLAYED PLEASANTNESS AND FRIENDLINESS										
6. ATTEMPTED TO INVOLVE OTHERS										

EMPLOYABILITY PROFILE RECORD

	ORIGINAL ASSESSMENT		1st Review DATE:		2nd Review DATE:		3rd Review DATE:		End of Program	
ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
ABILITY TO GET ALONG WITH OTHERS										
7. ACCEPTED DIFFERENCES IN OTHERS										
8. DISPLAYED OPTIMISM OR POSITIVE ATTITUDE										
9. USED TACT										
10. COOPERATED WITH OTHERS										
11. DRESSED APPROPRIATELY FOR SITUATION										
12. DISPLAYED GOOD PERSONAL HYGIENE										
COMMUNICATION SKILLS										
1. COMPREHENDED SIMPLE VERBAL INSTRUCTIONS										
2. FOLLOWED SIMPLE WRITTEN DIRECTIONS										
3. ASKED QUESTIONS WHEN DIDN'T UNDERSTAND										
4. READ AT A 9TH GRADE LEVEL										
5. KNEW COMMUNICATION BLOCKS										
6. DIDN'T INTERRUPT OTHERS										
7. MAINTAINED EYE CONTACT										
8. DISPLAYED UNDERSTANDING OF BODY LANGUAGE										
9. DIDN'T USE SLANG, STREET TALK, OR PROFANITY										
10. USED PROPER GRAMMAR										
11. DESCRIBED ONE WORK EXPERIENCE ORALLY										
12. DESCRIBED ONE WORK EXPERIENCE IN WRITING										
13. COMPLETED ASSIGNMENTS WITH NO SPELLING ERRORS										
14. WORK WAS NEAT AND READABLE										
15. SPOKE IN A VOICE THAT COULD BE HEARD										

EMPLOYABILITY PROFILE RECORD

	ORIGINAL ASSESSMENT		1st Review DATE:		2nd Review DATE:		3rd Review DATE:		End of Program		
ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
JOB SEEKING SKILLS											
1. APPLICATIONS											
A. Done in ink with no crossouts or errors											
B. Writing/printing was legible											
C. All questions were answered											
D. Information was accurate											
E. All directions were followed											
F. Were no spelling or grammatical errors											
G. Completed a fact sheet											
2. RESUMES/COVER LETTERS											
A. Could name three (3) main resume styles											
B. Completed at least one (1) resumé											
C. Completed at least one (1) cover letter											
3. REFERENCES											
A. Demonstrated knowledge of appropriate references											
B. Listed three (3) personal references											
C. Listed two (2) professional references											
D. Obtained two (2) letters of references											

EMPLOYABILITY PROFILE RECORD

ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES	ORIGINAL ASSESSMENT		1st Review DATE:		2nd Review DATE:		3rd Review DATE:		End of Program	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
JOB SEEKING SKILLS										
4. INTERVIEWS										
A. Introduced self and explained job applying for										
B. Dressed appropriately										
C. Avoided nervous mannerisms										
D. Showed interest and enthusiasm										
E. Maintained eye contact and good posture										
F. Spoke in conversational tone that was easily heard										
G. All answers were appropriate for questions asked										
H. Communicated qualifications, abilities and experience										
I. Asked appropriate questions										
J. Exited in a friendly and appropriate manner										
5. JOB SEARCH STRATEGY										
A. Demonstrated knowledge of job lead resources										
B. Developed job search plan										
C. Made minimum of three (3) contacts per day										
D. Made follow-up contacts										
E. Maintained records of contacts										

COMMENTS:

Original	
First Review	
Second Review	

EMPLOYABILITY PROFILE RECORD

Third Review	
Final Review	

Planned Exit Date:

Actual Exit Date:

Supervisor

JTPA Staff

Participant

CERTIFICATE OF COMPETENCIES ATTAINMENT,
PRE-EMPLOYMENT AND WORK MATURITY SKILLS

This is to certify that Paul Participant has decided on Building Maintenance as his career goal.

Paul has selected this career based on his interests in learning basic repair methods and using tools, his past experience performing minor repairs at home, his desire to work at a variety of tasks on his own, and his GATB results which demonstrate aptitude for this work.

In addition Paul has demonstrated the following GOOD WORK HABITS AND ATTITUDES, ABILITIES TO GET ALONG WITH OTHERS, AND COMMUNICATION SKILLS WHICH HELP AN INDIVIDUAL BECOME A GOOD EMPLOYEE: (CHECK THOSE WHICH APPLY)

(✓) 1. SHOWS RESPONSIBILITY AND DEPENDABILITY IN ATTENDANCE, PUNCTUALITY AND PERFORMING ASSIGNED TASKS.

(✓) 2. PLANS AND ORGANIZES JOB RESPONSIBILITIES.

(✓) 3. SHOWS WILLINGNESS TO WORK AND DEVELOP MORE ADVANCED SKILLS.

(✓) 4. MAINTAINS CONSTRUCTIVE AND PROPER RELATIONSHIPS WITH OTHERS.

(✓) 5. ACCEPTS GUIDANCE, CRITICISM AND ASSIGNMENTS WILLINGLY.

(✓) 6. DEMONSTRATES ABILITY TO COMMUNICATE EFFECTIVELY

Given this 30th day of March, 1984.

Irene Instructor	Gina Generalist	Donald Director
Instructor	JTPA Staff	Director

CERTIFICATE OF COMPETENCIES ATTAINMENT,
JOB SEEKING SKILLS

This is to certify that ______________________________ has achieved competency in the following JOB SEEKING SKILLS: (check those that apply)

( ) Completing Applications

( ) Writing Resumes and Cover Letters

( ) Using References

( ) Interviewing

( ) Following a Job Search Plan

Issued this ________ day of _____________. 19__.

______________________	______________________	______________________
Instructor	JTPA Staff	Director

D. SAMPLE SDA COMPETENCY PLAN

C. Balance of Youth Program Plan

The following elements have been developed by the Youth Committee since the June 17, Private Industry Council Meeting and are recommended for approval by the Private Industry Council and the Board of Directors:

1) Youth Competency Program

Discussion

The following youth competencies are recommended for the transition year youth program. These competencies are consistent with, and were developed using the youth goals and objectives already approved by the PIC.

Three competency areas have been identified - Pre-Employment Training, Work Maturity, and Education.

The general technique for the measurement of competency attainment is identified in parentheses next to the appropriate objective statement. Any or all of the measurement techniques of behavioral observation, product review and testing (oral and written) may be used to measure competency attainment.

Pre-Employment Training

a. Each participant will complete a self assessment which will identify individual interests, capabilities, vocational, and educational goals with a realistic plan for attaining these goals.

(Behavioral Observation/ Product Review) *This assessment will be used to develop an Employability Development Plan (EDP) for each participant.*

b. Each participant will use labor market information to develop realistic vocational goals related to individual interests and capabilities and the labor market.

(Behavioral Observation/ Product Review: *This labor market analysis will be reflected in the vocational goals outlined in the EDP.*

c. Each participant will develop individual job seeking skills including where to look, how to look, applications, resumes, interview, etc.

(Behavioral Observation/ Product Review) *Each participant will practice doing field surveys, filling out applications, writing resumes, and conducting interviews.*

Work Maturity

a. Each participant will develop the willingness to work and exhibit appropriate goal oriented behavior.

(Behavioral Observation)

Progress will be monitored throughout program involvement by counselor observation and/or employer interview.

b. Each participant will demonstrate responsibility and dependability in carrying out tasks assigned by the employer or counselor.

(Behavioral Observation)

Progress will be monitored throughout program involvement by counselor observation and/or employer interview.

c. Each participant will develop acceptance of supervision and willingness to fulfill employer expectations, such as going to work on time, appropriate dress and behavior, etc.

(Behavioral Observation)

Progress will be monitored throughout program involvement by counselor observation and/or employer interview.

d. Each participant will identify barriers to employment and available resources and appropriate methods to deal with them. Major barrier areas of attention should be: transportation, housing, child care, the law, money, and time management.

(Behavioral Observation/ Product Review)

Each participant's EDP will identify barriers and a plan for addressing them. Progress on barrier removal will be monitored throughout program involvement.

Education

a. Each in-school participant will increase abilities in the use and comprehension of arithmetic, reading, writing, speaking, and listening commensurate with age, previous education, and cultural background as identified in each individual employability development plan.

(Behavioral Observation/ Product Review/ Testing)

Progress will be measured by the maintenance of a passing grade average and an increase in the number of credits applied to high school completion.

b. Each out-of-school participant will work toward GED completion with the following goals:

(Behavioral Observation/ Product Review/ Testing)

1. *Completion of the GED; or*
2. *For those not capable of attaining a GED, a demonstrated increase in the use and comprehension of arithmetic, reading, writing, speaking and listening, as identified in each individual employability development plan.*

c. Each out-of-school high school graduate or GED completer (prior to program involvement) will work toward increasing vocational skills. Suggested training programs are: on-the-job training, apprenticeship programs, skills training, the Job Corps, and the Armed Forces.

(Behavioral Observation/ Product Review/ Testing)

Vocational skill goals will be identified during the assessment process and reflected in the EDP for each participant. Progress will be monitored throughout program involvement. Participants transferring into (non-JTPA Title II-A), or completing a (JTPA Title II-A) training program will have attained a successful completion of this competency.

Competency Attainment - Positive Program Termination

In order for a 16-21 year old participant to successfully complete the youth program with a positive termination, he or she must successfully attain all Pre-Employment and Work Maturity competencies, as well as one Education competency. All participants aged 14 and 15 need only successfully complete Pre-Employment Training competencies for a positive termination.

2) 10% Window of Eligibility

The Youth Committee recommends that:

a. one-half of the 10% window of eligibility for the youth program be used to serve youth with significant barriers to employment.

b. one-half of the 10% youth program window be held in reserve by The Job Council for potential audit exceptions or liability associated with participant eligibility.

E. SAMPLE SYEP COMPETENCY SYSTEM

V. YOUTH COMPETENCY ASSESSMENT STRATEGIES

Each competency will be evaluated by considering all the indicators which are essential to the overall performance of the competencies identified. These competencies will be rated on the following 1 - 5 scale:

5 - OUTSTANDING PROFICIENCY: Participant consistently performs above average.

4 - SATISFACTORY PROFICIENCY: Participant consistently performs satisfactorily.

3 - PARTIAL PROFICIENCY: Participant has mastery of some of the tasks associated with this competency.

2 - MARGINAL PROFICIENCY: Participant is beginning to learn the basic tasks associated with this competency or has a little ability from past experience.

1 - NO PROFICIENCY: Participant is entering activity with no relevant prior experience associated with this competency or demonstrates little progress in developing proficiency.

PRE-EMPLOYING TRAINING

(Product Review Asses ment)

Each applicant to the SYETP PY'84 will complete an inter-agency standard application form (see Attachment 1), which will contain information on the applicant's personal background, work history, education, identification of interests, abilities and skills, and references. Each application will then be reviewed and rated in the following areas:

Accuracy/Completeness
Completeness
Legibility
Spelling and Grammar
Following Directions
Neatness

If the application is rated satisfactory in the five identified areas, the application workshop is optional. If the youth does not attain satisfactory in each area, he/she will be required to attend the application workshop. After the workshop and throughout the summer, the youth will be required to fill out three more applications. Two out of the three applications must be rated as satisfactory overall.

A three-person panel will review and rate the applications (see Attachment 2). The panel will consist of:

- A Business Representative
- A Quadrant Representative
- A Community Representative (we plan to use the Youth Employment Task Force members).

This panel structure will be approved by the Private Industry Council.

PRE-EMPLOYMENT TRAINING

avioral
ervation)

In conjunction with the application, each applicant will participate in an initial interview designed to determine how competently the youth performs in a simulated employment interview. This assessment will also serve to identify youth who can be referred to the Summer Job Hunt. The initial interview will assess each applicant's ability to perform in the following areas:

1. Verbalizing:
    a. Volunteering information
    b. Asking questions
    c. Answering questions
2. Personal Characteristics:
    a. Appearance
    b. Ability to work with others
    c. Hand shake
    d. Eye Contact
    e. Posture
3. Knowledge/Interest of Company and Position

If the youth attains a satisfactory rating in each category, the interview workshop is optional (see Attachment 3). For the youth who does not attain a satisfactory rating, he/she must attend an interview workshop. The participant will be interviewed again until he/she attains a satisfactory rating in each of the three identified categories.

The interview panel's structure will be similar to the aforementioned panel.

WORK MATURITY

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ervation)

Work maturity is identified as the demonstration of the ability to apply skills on the job in a manner that meets employer expectations with regard to basic employee responsibilities. Therefore, each participant will be evaluated by the appropriate supervisor, utilizing the rating scale previously identified (see attachment 4). Youth will be evaluated every two weeks by the worksite supervisors.

VI. YOUTH COMPETENCY STATEMENTS FOR SYETP

Competency Area: Pre-Employment

COMPETENCY INDICATOR	BENCHMARK	ASSESSMENT
1. Participant will be able to satisfactorily complete employment application.	Participant will receive a rating of "satisfactory" in each of the following areas: 1. Neatness 2. Accuracy/Completeness 3. Legibility 4. Spelling/Grammar 5. Following directions	Product Review: The participant must attain a satisfactory rating in the five identified areas on 2 out of 3 applications
2. Participant will be able to perform satisfactorily in a job interview.	Participant will receive a rating of "satisfactory" in each of the three categories: 1. Verbalizing a. Volunteering information b. Asking questions c. Answering questions 2. Personal Characteristics a. Appearance b. Ability to work with others c. Hand shake d. Eye contact e. Posture 3. Knowledge/Interest of Company and Position	Behavioral Observation: The participant must attain a satisfactory rating in each of the three identified categories.

VI. YOUTH COMPETENCY STATEMENTS FOR SYETP

Competency Area: Work Maturity

COMPETENCY INDICATOR	BENCHMARK	ASSESSMENT
1. Participant will demonstrate good attendance and punctuality.	Participant will show up on time 9 days out of 10 on work experience program.	Measured by employer attendance reports.
2. Participant will notify supervisor if he/she will be late or absent.	Participant will follow procedures 95% of the time.	Measured by employer attendance reports.
3. Participant will complete given tasks to the satisfaction of the employer.	Rating of satisfactory or better.	Measured by employer rating sheet.
4. Upon completion of tasks, participant will immediately seek additional tasks or request further assignments from the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
5. Participant will complete assigned tasks within reasonable time frames.	Rating of satisfactory or better.	Measured by employer rating sheet.
6. Participant will follow instructions to the satisfaction of the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
7. Participant will properly use and maintain the equipment used on the worksite.	Rating of satisfactory or better.	Measured by employer rating sheet.

VI. YOUTH COMPETENCY STATEMENTS FOR SYETP

COMPETENCY INDICATOR	BENCHMARK	ASSESSMENT
8. Participant will work with co-workers in a compatible manner according to worksite policies	Rating of satisfactory or better.	Measured by employer rating sheet.
9. Participant will interact with supervisor in a mature manner.	Rating of satisfactory or better.	Measured by employer rating sheet.
10. Participant will attempt to solve work-related problems independently.	Rating of satisfactory or better.	Measured by employer rating sheet.
11. Participant will seek advice from supervisor and/or co-workers when needed.	Rating of satisfactory or better.	Measured by employer rating sheet.
12. Participant will demonstrate ability to organize by prioritizing the tasks involved in an assignment.	Rating of satisfactory or better.	Measured by employer rating sheet.
13. Participant will dress appropriately for the job site.	Rating of satisfactory or better.	Measured by employer rating sheet.

All monitors and worksite supervisors will be required to attend an orientation session. This session will review all the assessment and recordkeeping tools. Specific competency indicators will be discussed and defined at the orientation. Monitors will visit all worksites every other week. This will aid the process for feedback between the supervisor and participant. It will also aid in identifying areas where the participant needs to improve. After the youth has achieved competencies in both the pre-employment and work-maturity areas, this information will be submitted to the PIC for certification (see attachment 5).

SUMMARY

Although we submit the aforementioned competency plan for SYEPT, PY'84, we would like to reiterate the importance of continued work and effort on refining and defining youth competencies for year-round programming. In addition, we would recommend that planning begin now to introduce an enriched and an enhanced SYETP for PY'85-86 which would serve to provide more quality programming alternatives to meet the needs of the youth of Denver.

SUMMER YOUTH EMPLOYMENT & TRAINING PROGRAM

ATTACHMENT 2

PARTICIPANT PERFORMANCE EVALUATION
PRE-EMPLOYMENT COMPETENCIES
APPLICATION PROCESS

Participant: ____________________

Worksite: ____________________

Hire Date: __________ Report Due Date: __________

Monitor: ____________________

INSTRUCTIONS: Comments required for all ratings of Partial Proficiency, Marginal Proficiency and No Proficiency. Please include what participant needs to do to improve performance. If you have any questions, the assigned monitor will assist you.

COMPETENCY AREAS	RATING SCALE					COMMENTS
Participant has received and satisfactorily completed the pre-employment orientation. participant has been rated in all areas as follows:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
APPLICATION PROCESS: Neatness						
Accuracy/Completeness						
Legibility						
Spelling/Grammar						
Following Directions						

IF PARTICIPANT NEEDS IMPROVEMENT, FOLLOW-UP WILL BE DONE ON: ____________________ (Date)

This report is based on my observation and knowledge and represents my best judgment of the participant's performance.

SIGNATURE OF SUPERVISOR ____________________ SUPERVISOR'S TITLE ____________________ DATE ____________________

This report has been discussed with me: ____________________ PARTICIPANT'S SIGNATURE

adrant Coordinator Initials: _______

SUMMER YOUTH EMPLOYMENT & TRAINING PROGRAM

ATTACHMENT 3

PARTICIPANT PERFORMANCE EVALUATION
PRE-EMPLOYMENT COMPETENCIES

Participant: ______________________

Worksite: ______________________

Hire Date: ____________ Report Due Date: ____________

INSTRUCTIONS: Comments required for all ratings of Partial Proficiency, Marginal Proficiency and No Proficiency. Please include what participant needs to do to improve performance.

COMPETENCY AREAS	RATING SCALE					COMMENTS
ARTICIPANT HAS RECEIVED AND SATISFACTORILY OMPLETED THE PRE-EMPLOYMENT ORIENTATION. ARTICIPANT HAS BEEN RATED IN ALL AREAS AS OLLOWS:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
OMMUNICATION/VERBALIZING: Sends clear messages nd is able to correctly understand the messages o others. Listens to questions & answers completely and directly.						
Provides voluntary information regarding self interests, abilities, additional skills and/or previous experience.						
Asks questions clearly and concisely.						
RSONAL CHARACTERISTICS: Able to identify and monstrate positive personal appearance and titude. Appearance is neat and clean.						
Identifies and communicates ability to work with others constructively.						
Demonstrates positive attitude through usage of firm handshake, maintains steady eye contact, and body posture.						
OWLEDGE OF COMPANY AND POSITION: Communicates asic background knowledge of company/program.						
Communicates basic knowledge of position.						

IF PARTICIPANT NEEDS IMPROVEMENT, FOLLOW-UP WILL BE DONE ON (date) ____________

is report is based on my observation and knowledge and represents my best judgment of the rticipant's performance.

gnature of Panel Member ____________ Position ____________ Date ____________

is report has been discussed with me ____________ Participant's Signature ____________

drant coordinator Initials: ____________

SUMMER YOUTH EMPLOYMENT & TRAINING PROGRAM

ATTACHMENT 4

PARTICIPANT PERFORMANCE EVALUATION
WORK MATURITY COMPETENCY

articipant: ____________________

orksite: ____________________

ire
ate: ____________ Report Due Date: ____________

onitor: ____________________

INSTRUCTIONS: Comments required for all ratings of Partial Proficiency, Marginal Proficiency and No Proficiency. Please include what participant needs to do to improve performance. If you have any questions, the assigned monitor will assist you.

COMPETENCY AREAS	RATING SCALE					COMMENTS
rticipant will be evaluated ery two weeks in 13 areas of RK MATURITY SKILLS. Participant will be rated as follows r this particular evaluation:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
rticipant has demonstrated od attendance & punctuality.						
ticipant has followed leave ocedures.						
rticipant seeks additional isks.						
rticipant completes all signed tasks.						
rticipant completes tasks on timely basis.						
rticipant can and does follow structions.						
rticipant properly maintains uipment used.						
rticipant works well with -workers.						
rticipant interacts well with pervisor.						
rticipant can solve work-lated problems independently.						
rticipant seeks advice from -workers and/or supervisors.						
rticipant has the ability to ioritize tasks.						
rticipant dresses propriately for the job.						

iieved Satisfactory in 9 of 13 areas ______
OR
reased 2 levels in 9 of 13 areas ______

IF PARTICIPANT NEEDS IMPROVEMENT,
FOLLOW-UP WILL BE DONE ON: ____________
(Date)

is report is based on my observation and knowledge and represents my best judgement of the rticipant's performance.

GNATURE OF PANEL MEMBER ____________ POSITION ____________ DATE ____________

is report has been discussed with me: ____________ PARTICIPANT'S SIGNATURE ____________

adrant Coordinator Initials: ____________

CITY AND COUNTY OF DENVER

Upon recommendation of the Denver Employment and Training Administration the Private Industry Council of the City and County of Denver certifies

____

as competent in, PRE-EMPLOYMENT SKILLS
WORK MATURITY SKILLS.

________________________ ________________________

Director of DETA PIC Representative

F. SAMPLE CERTIFICATES

CERTIFICATE OF COMPETENCIES ATTAINMENT,
JOB SEEKING SKILLS

This is to certify that ______________________________ has achieved competency in the following JOB SEEKING SKILLS: (check those that apply)

( ) Completing Applications

( ) Writing Resumes and Cover Letters

( ) Using References

( ) Interviewing

( ) Following a Job Search Plan

Issued this ________ day of _____________. 19__.

______________________ Instructor

______________________ JTPA Staff

______________________ Director

CERTIFICATE OF COMPETENCIES ATTAINMENT,
PRE-EMPLOYMENT AND WORK MATURITY SKILLS

This is to certify that Paul Participant has decided on Building Maintenance as his career goal.

Paul has selected this career based on his interests in learning basic repair methods and using tools, his past experience performing minor repairs at home, his desire to work at a variety of tasks on his own, and his GATB results which demonstrate aptitude for this work.

In addition Paul has demonstrated the following GOOD WORK HABITS AND ATTITUDES, ABILITIES TO GET ALONG WITH OTHERS, AND COMMUNICATION SKILLS WHICH HELP AN INDIVIDUAL BECOME A GOOD EMPLOYEE: (CHECK THOSE WHICH APPLY)

(✓) 1. SHOWS RESPONSIBILITY AND DEPENDABILITY IN ATTENDANCE, PUNCTUALITY AND PERFORMING ASSIGNED TASKS.

(✓) 2. PLANS AND ORGANIZES JOB RESPONSIBILITIES.

(✓) 3. SHOWS WILLINGNESS TO WORK AND DEVELOP MORE ADVANCED SKILLS.

(✓) 4. MAINTAINS CONSTRUCTIVE AND PROPER RELATIONSHIPS WITH OTHERS.

(✓) 5. ACCEPTS GUIDANCE, CRITICISM AND ASSIGNMENTS WILLINGLY.

(✓) 6. DEMONSTRATES ABILITY TO COMMUNICATE EFFECTIVELY

Given this 30th day of March, 1984.

Irene Instructor	Gina Generalist	Donald Director
Instructor	JTPA Staff	Director

CERTIFICATE OF COMPETENCIES

ACHIEVEMENT

This is to certify that Paul Participant has completed 800 hours of on-the-job training as a Building Maintenance Worker.

The job competencies achieved are identified on the back of this certificate.

Awarded this 28th day of September, 1984.

Susan Supervisor	Gina Generalist	Donald Director
Supervisor	JTPA Staff	Director

The following job competencies were achieved:

1. Paul can identify and safely use the following hand tools: Paint spray guns, hammers, saws, pliers, wrenches, wire cutters, screw drivers, and paint brushes.

2. He can identify and safely operate the following power tools: a router table saw, drill presses, hand circular saws, power hand drills, lathes, sabre saws, jig saws, band saws, belt sanders and radial arm saws.

3. Paul has demonstrated competency in basic electricity by installing and replacing fixtures and switches and inspecting and repairing heating and cooling systems.

4. His carpentry competencies include performing measurements, repairing doors, windows, plaster and woodwork, building simple structures and painting.

5. His basic plumbing competencies include working with galvanized and copper waterpipe, replacing washers and valves, unclogging drains, and replacing and repairing leaky pipes, faucets and toilets.

These work habits and attitudes were also demonstrated: (Check those that apply)

(✓) Shows responsibility and dependability in attendance, punctuality and performing assigned tasks.

(✓) Plans and organizes job responsibilities.

(✓) Shows willingness to work and develop more advanced skills.

(✓) Accepts guidance, criticism and assignments willingly.

(✓) Demonstrates ability to communicate effectively as required to perform job duties.

(✓) Maintains proper and constructive relationships with others.

G. RESOURCE GUIDE

RESOURCE GUIDE

This appendix lists a sampling of existing assessment and benchmarking instruments and systems. This list is not exhaustive nor does it imply our endorsement or recommendation of these materials over any others.

A much larger listing of existing materials as well as a bibliography of books and articles related to competency-based programming is available from our office upon request.

This appendix is organized into four sections:

A. Multi-Dimensional Assessment Instruments (which can be used for any or all of the four competency areas)
B. Pre-employment/Work Maturity Skills Assessment Instruments
C. Basic Educational Skills Assessment Instruments
D. Job Specific Skills Assessment Instruments

A. Multi-Dimensional Assessment Instruments

Consolidated Youth Employment Program - The CYEP demonstration was structured to provide a developmental framework to parallel the maturation process of youth in making the transition from school to work. Benchmarks of achievement were established locally to assess and document progress of participants towards the basic competencies required for successful employment. These four skill areas were: pre-employment, work maturity, educational, and occupational.

CYEP incorporated competency based assessment and service delivery systems to enhance the individualized acquisition of skills. The Job Corps Training Achievement Record was helpful in designing benchmarks for occupational skills. Standardized testing procedures were used by the primes operating the CYEP to varying degrees. (Osoro & Associates).
(Osoro & Associates, 2025 Eye Street N.W., Suite 1111, Washington D.C. 20006)

Skill Center Advanced Training and Employment Program - The SCATE program is a national youth demonstration project, funded by the U.S. Department of Labor, to assist youth in preparing for and finding career employment. The project is designed to provide a complete spectrum of training and employment services through an individualized career development program for out of school youth ages 16 to 21, in Hampden County, Massachusetts who are experiencing the most severe barriers to employment.

Once youth are selected for the program, they receive a comprehensive assessment by vocational counselors and specialists, using a wide variety of survey instruments, assessment tools, and testing devices. These include the Singer Graflex, General Aptitude Test Battery, Test of Adult Basic Education, Work Sampling, Bennett Mechanical, General Clerical, and other specialized assessment devices.

Based upon these extensive assessments, as well as on a series of hands-on vocational exploration projects in various skills training areas, an individualized career development plan is prepared for each youth. This plan takes into account the particular needs and capabilities of each individual, as well as the youth's level of performance and previously acquired competencies. The youth then progresses through a series of benchmarked activities based on an individualized training program.

The training program includes a benchmarking system which is used to document and certify competencies acquired by SCATE graduates, as they develop those skills necessary to compete successfully in the labor market. Four distinct benchmarks have been developed. These four bencmarks, and their associated program activities are:

(1) Basic Employability Skills - a two week preparatory phase designed to provide youth with information regarding career options, awareness of the world of work, and job search techniques.

(2) Work Maturity - a 10 to 20 week work experience activity, designed to develop in youth the ability to maintain continuity of employment, including regular attendance, punctuality, positive attitudes toward fellow employees and supervisor, and diligent work effort.

(3) Educational Competencies - an individualized educational remediation activity to provide youth with academic and communication skills, including GED completion, commensurate with career goals.

(4) Vocational Competencies - an intensive skills training program, up to 36 weeks in length, designed to provide youth with specific entry level skills for access to career employment.

Each of these competency areas has standards of performance, and progression through the program is determined by successful attainment of these benchmarks. (Hampden County Employment and Training Consortium).
(Hampden County Employment and Training Consortium, Hampden District Regional Skills Center, 140 Wilbraham Ave., Springfield, MA 01109)

Texas Adult Performance Level Project - This is a competency based system of education that combines the diagnosis, prescription, teaching, evaluation and credentialing of life-coping skills. A complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem-solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults might learn how to read job descriptions or open savings accounts. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives. Printed materials are supplemented with filmstrips and cassette tapes. A pre/post diagnostic instrument for each objective is also included.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school diploma and to the General Educational Development Test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skills-oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: a) placement tests, b) competency based curriculum, c) a series of life skills activities, and d) demonstration of a marketable entry-level job skill or post secondary education readiness or skills in home management/maintenance. (University of Texas at Austin - Continuing Education).
Education Annex S-21, Austin, TX 78712)

B. Pre-employment/Work Maturity Assessment Instruments

Assessment of Career Development - ACD was designed for use with 8th through 11th grade students as a career guidance development tool. Its purpose is to obtain information needed in formulating effective programs tailored to student needs. The instrument's scales measure occupational awareness (knowledge, exploratory experiences), self awareness (job values and preferences, career plans, self evaluation, perceived needs), and career decision making (career planning knowledge, involvement in career planning experiences). ACD can be administered in 125 minutes. (American College
(American College Testing Program, Educational Services Division, PO Box 168, Iowa City, IA 52243)

Job Corps Revised World of Work Program - The World of Work Program is an individualized, competency-based, open entry-open exit effort to provide Corps members with job search, employability and adult survival skills, occupational knowledge, and consumer economies. Students are pretested for mastery in each major skill area and assigned to study only the areas that they have not mastered. A study plan is developed for every individual. In each area of assigned study, students are required to master specific objectives in order to advance and complete the program. Additionally, each youth develops a set of applied skills (resume, sample application forms, interview techniques) which provide real evidence of his/her mastery. (Job Corps).
(Job Corps, U.S. Department of Labor, Employment and Training Administration, 601 D Street N.W., Washington, D.C. 20213)

Program for Assessing Youth Employment Skills - PAYES contains a battery of seven tests designed specifically for use with disadvantaged youth. It consists of three separate booklets. Booklet 1 contains three attitudinal measures; Booklet 2, three cognitive ones; and Booklet 3, a vocational interest inventory. Job-holding skills, attitude toward supervision and self-confidence are the three major attitude areas covered. Cognitive measures of job knowledge, job-seeking skills and practical reasoning also are surveyed. The measures are designed for adolescents and young adults with low verbal skills; pictures help to clarify many of the questions presented. The pictures in this "unisex" test battery are designed so that all items are equally appropriate for males and females.

PAYES is administered orally to small groups in an informal manner.
(Cambridge Book Company, 888 Seventh Avenue, New York, NY 10019)

Self-Directed Interest Inventory - The purpose of SDII is to obtain information regarding students' activities, occupations, and abilities as they relate to career interests. The five sections of the inventory consist of a) listing the occupations they have considered, b) indicating the activities they like or dislike, c) evaluating the competencies they possess in performing different activities, d) rating occupations they find interesting or not interesting, and e) making self-estimates of their own abilities in different areas. Total time required is approximately 30 minutes. (Research for Better
(Research for Better Schools, Inc., 1700 Market Street, Suite 1700, Philadelphia, PA 19103)

Vocational Exploration Demonstration Project - VEDP provided an educational and motivational experience through which program participants could: a) learn about the world of work and the labor market, b) become aware of and acquainted with different occupations, jobs and career opportunities, c) gain the knowledge and perspective to help them make decisions about their future, and d) develop a firm behavioral and attitudinal foundation from which to proceed into the realm of employment. The VEDP Year II Benchmark Assessment System was designed to document youth acquisition of entry level competencies in the pre-employment and work maturity areas. The BAS was curriculum referenced and learning objectives based, and encompassed behavioral observation, product review, and experiential episodes as evaluation procedures. (St. Louis University Center for Urban Programs).

(St. Louis University Center for Urban Programs, 221 N. Grant Blvd.,
St. Louis, MO 63103)

C. Basic Educational Skills Assessment Instruments

Adult Basic Learning Examination - ABLE is a four-part test battery designed to measure educational achievement among adults, primarily those who have not completed formal 12th-grade education. There are three levels of the ABLE. At each level there are tests of vocabulary, reading, spelling, and arithmetic (problem solving and computation). The ABLE Reading Test contains a great variety of content, with heavy emphasis on the everyday life of adults, and is designed to yield a general estimate of literacy. A separate test, called SelectABLE, may be used to determine which level of ABLE is appropriate for a given examinee. Administration of ABLE is not timed, but the Reading test probably would require about 30 minutes to complete for most examinees. (The

(The Psychological Corporation, 757 Third Ave., New York NY, 10017)

Adult Performance Level Program - APL is an objectives based assessment program designed to measure the life skills proficiency of both young and mature adults. Rather than emphasizing purely academic knowledge, the Program focuses on basic tasks that are highly relevant to everyday living. The basis of the APL Program is a two-dimensional model of functional competency that emphasizes the application of fundamental skills to practical situations. The skill dimension of the program includes identification of facts and terms, reading, writing, computation, and problem-solving—all considered important for successful living in our society. The practical situations or content dimensions of the program have been organized into five major areas. These are community resources, occupational knowledge, consumer economics, health, and government and law. These content areas include most of the situations judged to be critical in the daily life of successful adults. (American

(American College Testing Program, Educational Services Division, PO Box
168, Iowa City, IA 52243)

Job Corps Diagnostic/Unit Mathematics Tests - The foundation of the Job Corps mathematics program are the Diagnostic/Unit tests. There is a D/UT for each of the 23 units in the program, with five different but equivalent forms for each test. When a D/UT is administered before the students enter a lesson, it is used as a diagnostic test. When a different but equivalent D/UT is used to assess mastery following an assignment in the unit, it is considered a unit test. Corpsmembers take a D/UT to determine if they must complete the corresponding assignment. Students who score 80 percent or higher on the diagnostic test may by-pass the assignment and proceed to the next unit's diagnostic test. (Job Corps), U.S. Dept. of Labor, Employment and Training Administration, 601 D Street N.W., Washington D.C. 20213)

Wide Range Achievement Test - WRAT is an individual test for clinical use, indicating level of skill in oral reading, spelling and arithmetic computation. The examiner adjusts the testing range to the achievement level (kindergarten through college) of the individual. This is used in remedial and vocational studies of children and adults. The test time is fifteen to thirty minutes. (The Psychological Corporation). 757 Third Avenue, New York, NY 10017)

D. Job Specific Skills Assessment Instruments

California Occupational Preference System - COPS furnishes job activity interests scores and relates those scores to curriculum choice and career preference. The COPS Interest Inventory has scales that assess interest areas including science, consumer economics, outdoors, business, clerical, communications, arts, service and technology. Total administration time is 35 to 55 minutes, including self-scoring. (Educational and Industrial Testing Service). (Educational and Industrial Testing Service, Ed ITS, PO Box 7234, San Diego, CA 92107)

Jewish Employment Vocational Service Work Sample System - JEVS work sample vocational assessment gives descriptive evaluation and quantitative results on client occupational aptitudes, behavior and expressed interest. It has 28 work samples that are associated with 10 Worker Trait group arrangements in the Dictionary of Occupational Titles (DOT), 3rd ed. and with 12 work groups of three work areas in the DOT, 4th ed.. JEVS was designed for economically disadvantaged, unemployed/underemployed youth and adults and requires 5 to 7 six hour days to complete. Scores are provided on: nut, bolt and washer assembly; rubber stamping; washer threading; budget book assembly; sign making; tile sorting; nut packing; collating leather samples; grommet assembly; union assembly; belt assembly; ladder assembly; metal square fabrication; hardware assembly; telephone assembly; lock assembly; filing by numbers; proofreading; filing by letters; nail and screw sorting; adding machine; payroll computation; computing postage; resistor reading; pipe assembly; blouse making; vest making; and condensing principle. (Vocational Research Institute - Jewish Employment and Vocational Services 1700 Sansom Street, Philadelphia, PA 19103)

Micro-Tower - This is a group aptitude for special needs populations that contains 13 work samples: electronic connector assembly, bottle capping and packing, lamp assembly, blueprint reading, graphic illustration, filing, mail sorting, zip coding, recording, checking, making change, payroll computation, want ad comprehension, and message taking. (Institute for Crippled and Disabled).
(Institute for Crippled and Disabled, 400 First Ave., New York NY 10009)

RBH Industrial Questionnaire - This is a measure of general ability designed for use in the screening of basic blue collar employees, unskilled laborers and routine factory workers, operatives and craftsmen, and others involved in the electric utility, paper, ore, and chemical industries. Items cover reading comprehension, arithmetic reasoning, and chemical comprehension. The publisher states that the absence of a formal time limit makes the test useful in borderline cases where limited education or limited knowledge of the English language handicaps otherwise desirable applicants. (Richardson,
(Richardson, Bellows, Henry & Co. Inc., 1140 Connecticut Avenue, N.W., Washington, D.C. 20036)

The Self-Directed Search - SDS is a self-adminstered, self-scored, and self-interpreted tool that evaluates work related interests and abilities. It provides measures on six occupational scales - realistic, investigative, artistic, social, enterprising and conventional, and takes between 45-60 minutes. (Consulting Psychologists Press, Inc.).
(Consulting Psychologists Press, Inc., 577 College Ave., Palo Alto, CA 94306)

Singer Vocational Evaluation System - SVES provides both vocational assessment and occupational exploration and identifies abilities, interests and work tolerances for vocational training. It consists of a series of 24 work sampling stations which represent the most common jobs found in the Dictionary of Occupational Titles (DOT). SVES measures client proficiencies in the following job areas: sample making, bench assembly, drafting, electrical wiring, plumbing and pipefitting, carpentry, refrigeration-heating-air conditioning, soldering-welding, office and sales clerk, needle trades, masonry, sheet metal, cooking and baking, engine service, medical service, cosmetology, data calculation and recording, soil testing, photo lab tehnician, and production machine operating. (The Singer Company).
(The Singer Company, 80 Commerce Drive, Rochester, NY 14623)